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ABSTRACT

For use by administrators, teachers, counselors, students, and employers involved in a secondary level experience-based career education (EBCE) program, this packet contains six booklets of guidelines, curriculum objectives and activities, and forms. Three of the booklets deal with administrative matters: (1) Planning, Implementing, and Managing Community-Based Learning (an overview of the Rhode Island Model which focuses on a partnership between school and community to help students explore, test, and evaluate possbile career choices); (2) An Implementation Guide for Administrators, Teachers, and Counselors (outlining the in-school and on-site program phases); and (3) A Manual for Enlisting and Developing Community Resource Sites (recruiting and analyzing employer participants). The curriculum guide for teachers and counselors (for the in-school component on career development) lists objectives and activities under the topics of self-awareness, career awareness, career preparation, and decision-making and career planning. An annotated list of resources suitable for a world-of-work course of study is included. The final two booklets are a student guide (program overview and program forms) and an employer's guide with suggestions and checklists. (JT)

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COMMUNITY-BASED LEARNING

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instructional information for developing and implementing community-based learning programs for career development in secondary schools.

CE 024 608

COMMUNITY-BASED LEARNING

planning, implementing and managing

This booklet is disseminated through funds from the Bureau of Vocational Technical Education, 22 Hayes Street, Providence, Rhode Island 02919. Dr. Frank M. Santoro, Deputy Assistant Commissioner. Materials within have been prepared as a result of a three year federally supported pilot program, Experience-Based Career Education (EBCE).

Project Manager — Jacqueline Harrington, R.I. Department of Education
Area Supervisor — Marie Verdi, Cranston Region
Area Supervisor — Robert Fricklas, Blackstone Valley Region

PLANNING, IMPLEMENTING AND MANAGING COMMUNITY-BASED LEARNING

"Every Worker is a Teacher and Every Workplace is a School"

One of the most obvious deficiencies in today's educational process is in the preparation of students to effectively assume their lifetime roles in the business community.

While schools operate under the assumption that they are preparing young people for entry into the business world, and business and industry accept that assumption, many students generally think of schoolwork as a total waste in terms of occupational preparedness. They view the school curriculum as a rigid, unchanging, catalog of subjects unrelated to their career needs or to the realities of the business world.

Additionally, times have changed, and are continuing to change. Economic conditions, lack of transportation, inability to accommodate work schedules, and labor regulations combine to make career exploration opportunities scarce for today's students. This lack of opportunity for work exploration deprives the student of chances to gain valid occupational information and insights that could be invaluable in his or her career planning.

Because change is the rule rather than the exception, today's average worker will change careers three to five times, entering fields for which their previous work experience had not seemingly qualified them.

Career exploration, then, appears to be not only a necessity but also an effective solution to a serious problem.

Toward that end, the Rhode Island Model for Community-Based Learning (CBL) has been established, tested and proved. Primarily a partnership between education and community to meet the career development needs of the individual student in a changing society, CBL prepares the student to explore, test and evaluate possible career choices and alternatives, and to make tentative decisions which can be altered on the basis of new information, changes in attitudes or changes in environment.

Using the community as a classroom, CBL allows the student to explore career areas of interest while still based in an educational environment. Schools still provide instruction and guidance, while local businesses provide "hands-on" job and career activities. Movement from school to work situations and back fosters the concept of interrelated, interdependent, merging worlds of education and business. This process helps the student overcome the impression that the school curriculum is unrelated to career needs. Moreover, it enables the student to view school as a place to obtain academic skills which will be valuable to later career experiences, and further, it enables the student to view the business community as a place to acquire additional skills and knowledge which will help redefine individual development.

The Rhode Island CBL model emphasizes the emergence of broad personal, intellectual and career goals and utilizes the community as a classroom energizer fostering increased self-awareness, knowledge of working situations and the relevance of formal educational programs.

During its three years as a pilot program CBL has enabled hundreds of students in the Cranston and Blackstone Valley areas to explore careers at more than 350 locations. The program has been highly successful and has provided the state of Rhode Island with a well defined model for statewide dissemination. Through trial and error, CBL has also provided the basis for an excellent outline of elements which are essential to the planning, implementation, and management of a well-developed, experiential learning program.

This Rhode Island CBL model has illustrated that a partnership between education and the community to meet career development needs addressed a very serious problem in the educational process and is not only practical but also very effective.

Planning and Management

The experience derived from the successful completion of CBL indicates that several important details should be considered by school administrators early in the planning stages, prior to the implementation of the program.

First, CBL entails a re-allocation of teacher assignments and the re-education of existing personnel.

Second, CBL requires the re-allocation of school resources such as space and budgeting allotments for materials and supplies.

Third, CBL entails the development of awareness activities for the students, the teachers, and the community.

Fourth, CBL requires a sequential program which begins with a competency based in-school preparatory curriculum for high school freshmen and/or sophomores, and progresses through stages of community exploration and specialization, and culminates with the formulation of a personal decision. A more descriptive explanation of these details follows:

1. **Re-allocation of teacher assignments and re-education of present staff personnel.**
   In most cases, it will not be necessary to add additional staff or to overburden present staff with supplemental duties. However, it will be expedient to reconsider present job descriptions and to re-allocate responsibilities to enable the teaching and counseling staff to become actively involved in activities which are specifically geared to helping students gain skills designed to prepare them for selected occupations and for life in general.

   Minimum staff should include:
   a. a social science or life skills teacher for 2-3 periods per week for a class of 20 students.
   b. a counselor for 2 periods per week for a small group of 10 students.
   c. one-quarter time coordinator.

   Example: An elective for 40 freshmen *Year 1*
   a. 1 teacher 4-6 periods per week or 2 teachers 2-3 periods per week
   b. 2 counselors for 4 periods per week or 4 counselors for 2 periods per week
   c. ¼ time coordinator

   Year 2 80 students
   a. add 1 hour per ten sophomores for counselors in small group sessions

   Year 3 120 students
   a. add 1 hour per ten juniors for counselors in small group sessions
   b. ½ time coordinator

   In order to effectively serve 120 students in the third year, a school should be prepared to re-allocate 16 counseling hours and 4-6 teaching periods per week, and provide a ½ time career education coordinator. Any increase in the number of participating students should be accompanied by an appropriate re-allocation of staff time.

   To assist local educational agencies in the training of career education coordinators, teachers and counselors, the Rhode Island Department of Education Vocational Technical Bureau will provide workshops, training materials and a competency-based curriculum guide.

   Training for career education coordinators will be designed to prepare them to use a statewide bank of exploration and specialization sites, develop, monitor and evaluate community sites, and grade student experiences. They will also be informed of transportation and insurance requirements, scheduling commitments, interrelationships of career exploration and school based subjects, and the development and use of a career resource center.

   Program management can best be accomplished by a dedicated local educational agency which has identified a representative advisory group made up of participating students, parents, staff and community site participants. A pert chart should be developed which clearly identifies all activities, time lines for implementation, and dates for measuring their achievement and effectiveness. When a community-based program is to become integrated into the framework of the school, it should be strongly supported by the administration and include the active leadership of school administrators in its management.

2. **Reallocation of Resources**
   A new program does not necessarily mean additional budgeted items. If carefully planned, money and space currently allocated for material and supplies can be used to support the concepts of career awareness and exploration through the academic

area. For example, books and magazines can be purchased which teach basic skills and relate them to career concepts, and space can be made available in a library or audio-visual center for the housing of a career resource center. A great deal of material can be acquired free of charge or purchased with federal funds. Acts which allow for expenditures for career education activities include CETA, Career Education Incentive Act, Title I, Title IV, and Vocational Education Amendments. The career education coordinator can learn how to acquire available funds by contacting CETA YETP Directors, Title I and IV offices, and/or by consulting the state planning guidelines for vocational education.

3. **Awareness Activities**
Once steps I and II have been implemented, it is essential to develop techniques for encouraging community awareness and support, staff support and acceptance, and student participation. Methods currently found to be successful include:
   a. Presentations to community groups.
   b. Informational materials to parents and other community members.
   c. Awareness workshops for staff.
   d. Development of activities in which staff can participate, and, therefore, feel ownership.
   e. Small, well-planned programs which inform students of the availablility goals of the program.

4. **Sequential Program**
The Rhode Island CBL Model strongly recommends that all experiential learning programs be sequential in nature. Programs should begin by providing the high school freshmen or sophomores with the information, skills, behaviors, and attitudes which will insure later successful on-site experiences. Students should fulfill a series of competencies in the elements of career education as they explore possible occupations at a variety of community based sites. During the exploration stage (usually in year two), all community experiences should be discussed and clarified in small group counseling sessions at the school and through periodic evaluation sessions with the school coordinator. When a student refines an occupational interest to one area, the process of specialization may follow. This process entails a learning contract with academic activities as well as more complicated hands-on activities at the community sites.

If specialization leads to a greater interest in the occupation, more intense involvement may result. If not, a student may decide to return to the exploration stage and begin redefining his or her occupational selection process.

When the above steps are not sequential, the result could be a less meaningful experience for the student, disenchantment of community site personnel and possible withdrawal of staff support.

Without adherence to a sequential process, the total community-based learning program could be misinterpreted as one which is loosely structured and undeveloped.

IMPLEMENTATION

When all commitments are finalized, preliminary training and awareness completed, and first year students recruited, implementation is imminent.

During the preliminary implementation stages, students will remain in the school environment except for periodic small group field trips considered appropriate by the staff and advisory group. It will, therefore, be wise to use this in-school time to address all of the specifics needed to refine the program and install it into the curriculum as a sequential offering.

The following items should be addressed during the planning steps and finalized during the very early steps of implementation:

1. Formation of an advisory committee of students, staff and community members.
2. Rules and regulations which state the committee's purpose and decision-making powers.
3. Development of competencies which must be gained in order to achieve academic credit.
4. Procedure for monitoring and evaluating these competencies.
5. Time allotment, scheduling, transportation, and insurance for experiential learning.
6. Development of a career resource center and plans for its use in and out of the program.
7. A plan for the very essential and frequent awareness activities for staff and community.
8. Parental permission for community participation.
9. Plans for parental involvement as resource people, aides, providers of transportation, etc.
10. Assistance to students in obtaining preliminary exploration sites.
11. Plans for training new site personnel and monitoring community sites activities and student progress.

All of the above activities should be completed prior to the start of year two, and each activity incorporated into the original planning and implementation should be evaluated by the staff and advisory committee and refined during each additional year.

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

COMMUNITY-BASED LEARNING

an implementation guide
for administrators,
teachers and counselors

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PREFACE

This Implementation Guide is intended as an administrative manual for educators who are planning to conduct a Community-Based Learning (CBL) program designed to promote career decision-making and employability skills of high school students.

The paradigm presented herein represents the culmination of a three year project pursuant to a grant with the Bureau of Vocational/Technical Education, Rhode Island State Department of Education.

In formulating CBL, the following principles were deemed as vital, and hence incorporated into the design:

1. **Program integrity and flexibility.** The program provides a rigorous experience for the participating student who is expected to make a commitment to the program and to employer site coordinators. The program also provides excellent flexibility, allowing for various exit and entry points to assure latitude in the scheduling of on-site experiences.
2. **Developmental and criterion-based.** The developmental sequence is designed to progressively strengthen the students' career decision-making abilities during three years of high school study. Each successive step should narrow the existing parameters related to the processing of career information. Because it may be expedient for some students to enter and exit at different points on the developmental continuum, they can negotiate to depart from the established sequence if they meet the criteria developed for this purpose.
3. **Infusion.** The developmental model design allows for the integration of the program into existing school curriculum units wherever and whenever feasible.
4. **Staff optimization.** Existing personnel within the high school are utilized to the maximum possible extent. Thus, the program does not call for reassignment of personnel into new or conflicting capacities.
5. **Student responsibility.** Students are encouraged to assume as much responsibility as is feasible for the contacting, contracting and maintaining of employer sites. These responsibilities include: site selection and arranging, attendance, transportation, record keeping, activity negotiation and scheduling.
6. **Providing quality 'on-site' experiences.** The most important element in assuring successful exploration at a community resource is the quality of the learning experience; therefore, the 'on-site' phase was drafted in such a way as to emphasize:
   (1) Active student involvement (hands-on).
   (2) One-to-one relationship between the student and site personnel.
   (3) Student choice in programming.

IN-SCHOOL PHASE

Target population: Freshmen and Sophomores

The In-School Phase represents the initial component of the Community-Based Learning Developmental Model. It is the starting point of the developmental sequence. The activities engaged in during the In-School Phase are designed to prepare the student to capitalize on the experiences that the community resources are willing to provide. This is achieved by imparting career education knowledge that is readily attainable within the high school environment.

Initial Advisement Session

At the first formal meeting, the school coordinator informs the newly enrolled student of his or her commitments and advises the student what to expect as a result of participating in the program. Similar meetings between the school coordinator and each student should be held on a monthly basis for the purpose of progress evaluation and program revision, if warranted.

Suggested Curriculum Elements

1. Goals and design of the program explained and reinforced.
2. Student formulates his or her own goals to be achieved by participating in the program.
3. Commitments on the part of the student and coordinator (as CBL program representative) are contracted.

Pre-Assessment (optional)

The pre-assessment instruments are administered at the very beginning of the In-School Phase. The pre-assessment can serve two purposes concurrently:

1. Establishment of a group CBL identity among the students.
2. The first step in the evaluation of the program.

Suggested Assessment Constructs

1. Life skills
2. Basic skills
3. Career Maturity

Career Development and Work Preparation Curriculum

It is recommended that this first major in-school curriculum component take the form of an elective course for sophomores recruited into the program. The satisfactory completion of this course as a prerequisite for entry into the guidance and/or on-site phase can be waived only if the student makes a request and meets the criteria[1] set forth for this purpose.

This course should be scheduled to meet either two or three periods per week.

Suggested Course Elements:

1. **Educational Awareness** involves the perception of the relationship of education to careers and life roles. The following concepts can be discussed:
   - That learning occurs both in and out of school.
   - That education is part of total career development.
   - That different careers require different kinds of educational preparation.
   - That education is a primary means for achieving life goals.
2. **Career Awareness** focuses primarily on student acquisition of career information. Areas for discussion can include goal setting, career planning, and occupational knowledge. Special emphasis should be given to the student's mastery of locating, evaluating, and interpreting career data.
3. **Career Exploration** offers the students the opportunity to leave the school setting and examine the business community. The teacher can assist students by making them aware of the exact nature of the program and by explaining how exploration increases awareness and understanding of occupational options.
4. **Career Preparation** concentrates on the specific abilities and knowledge needed to locate, apply for, and obtain employment. Emphasis should be given to: interpreting job information and employment ads, writing letters of application and resumes, and preparing for job interviews.

1. See Appendix D

5. **Daily Living Skills** include instruction in the basic skills or competencies used in everyday life. Personal economics, consumerism, legal rights, and the free enterprise system are some areas of study.
6. **Decision-Making and Career Planning** teaches the skills involved in making decisions and how to utilize these skills in personal career planning. Decision-making will include: gathering information, weighing alternatives, determining strategies, and taking action. Career planning activities are encouraged to supplement this unit.
7. **Career Information Resources** makes students aware of the various materials and community resources available for seeking career information or employment. Materials are most suitable when gathered and organized attractively in libraries or Career Resource Centers. Teachers should be aware that many useful publications can be obtained free of charge from the Department of Labor and from local employment security officers.
8. **Employer Site Catalog and the Students Guide to Exploration** are designed to orient the student to the processes involved in selecting, contacting, contracting and participating in exploration at community sites.

Guidance

Because smaller group sizes are preferable, it is recommended that the second major component, guidance, remain separate from the Career Development and Work Preparation Curriculum. However, if the course is offered for a full year, the two curriculums may be combined.

In any case, the guidance sessions should be conducted by a certified guidance counselor, and if a Career Resource Center has been established, the sessions could be held there to allow the students to become acquainted with the facility.

In a group setting, students share aspirations, learn about the decision-making process, clarify values, cultivate career plans and discuss the problems of stereotyping. They also utilize information learned in the Career Development and Work Preparation Curriculum to assist them in choosing among alternatives.

Suggested Guidance Elements

1. **Self-Awareness** covers a thorough exploration of "self," an evaluation of life and work values, an understanding of individual differences, characteristics and behaviors, and an application of self-knowledge to career opportunities.
2. **Attitude Development** stresses the recognition of and personal attitudes to responsibilities involved in exploration experiences of jobs. Efforts can also be made to acquaint students with the range of attitudes each possesses. Discussion correlating these attitudes to career planning may follow.
3. **Stereotype Elimination** requests teachers to review materials at hand and eliminate those that reflect or promote bias. The teacher's primary objective is to make students aware that career planning should not be limited by sex, race, age, or handicap stereotyping.
4. **Career Awareness** focuses primarily on student acquisition of career information. Areas for discussion can include goal setting, career planning, and occupational knowledge. Special emphasis should be given to the student's mastery of locating, evaluating, and interpreting career data.
5. **Career Decision Making and Planning** identifies the skills involved in making decisions and teaches the utilization of these skills in personal career planning. Decision-making will include: gathering information, weighing alternatives, determining strategies, and taking action. Career planning activities are encouraged to supplement this unit.

ON-SITE PHASE

Target population: Sophomores and/or Juniors

The on-site phase of the CBL Model signals the beginning of the partnership between education and the community to meet the career development needs of students.

This phase of the program is sequentially divided into two components, "Exploration" and "Specialization." A majority of students programmed into the developmental model start with Exploration where they receive a broad exposure to a family of occupations (cluster) previously researched during the in-school phase, and then go on to Specialization for a more in-depth exposure to selected occupations. However, students who meet specially established criteria can by-pass the Exploration prerequisite by requesting immediate placement into Specialization.

A third component, the Continuing Guidance Segment, is conducted concurrently with both the Exploration and Specialization components and continues throughout the on-site phase of the program. This component serves to integrate all of the diverse information which the student accumulates while engaged in site activities, and to correlate this information with concepts learned in school and particularly during the In-School Phase.

Exploration

The primary focus of Community-Based Learning is on the use of community resources as sites for learning. Students entering Exploration are released from the traditional school environment to spend varying amounts of time in the community participating in career investigative activities. These structured, preplanned and negotiated work experiences constitute career explorations.

The Exploration process should revolve around three essential instruments or materials:

1. An Employer Site Catalog
2. The Students' Guide to Exploration
3. The School Coordinators' Guidelines[3]

The Employer Site Catalog is designed to direct the student to those participating sites which will fulfill his or her individual exploration interests and needs.

The Student's Guide to Exploration is a handbook that directs students through the various steps that lead to a successful exploration experience.

The School Coordinators' Guidelines detail the exploration process and outline the School Coordinators' responsibilities.

The Exploration process operates as follows:

1. The student selects a site from the Employer Site Catalog.
2. He or she fills out a "Site Exploration Request" slip and submits it to the School Coordinator.
3. If the student is permitted to call the site, the School Coordinator will give the student an "Exploration Confirmation" memo.
4. The student calls the Site Coordinator and sets up a "Site Coordinator Interview".
5. For the interview, the student should have:
   a. a copy of the site information page xeroxed from the Employer Site Catalog.
   b. a "Student and Site Coordinator Contract" form.
6. During the interview, the student will develop a schedule for site visitation, negotiate any activities that are re-negotiable, and fill out the contract.
7. The student gives a copy of the contract to the school coordinator and *notifies any teacher whose class (es) he or she will miss due to site visitation.*
8. The School Coordinator reviews and initials the contract and sends a copy to the CBL office — *after verifying that teachers have been notified.*
9. During the Exploration period at a particular site, the student will fill out the following forms:
   a. A weekly time slip, a log of student's time spent on site visitation *must be signed by the site coordinator* and returned to the school coordinator.
   b. A "Student Evaluation of Site" form must be returned to the School Coordinator at the completion of an Exploration Experience.
   c. A "Site Coordinator's Report" must be returned to the School Coordinator.
10. Credit for exploration *will not* be given unless all forms are returned to the School Coordinator. A *minimum* of 32 hours spent in site visitation per semester should be required.

Upon completion of an exploration experience, the student can again utilize the Employer Site Catalog and duplicate the exploration process. When thirty-two hours are accumulated, the student may elect to enter Specialization or continue in Exploration.

[3]See Appendix A

Specialization

For the majority of those students programmed into the CBL developmental sequence, it is recommended that Specialization commence after two semesters of formal Exploration. However, any student meeting the criteria[1] established for Specialization may enter this phase as early as is feasible. Specialization constitutes a contracted, intensive field experience, related to one occupational role (usually in a cluster area previously explored) and terminating with an end product[5]. Its purpose is to give the student insights into the factors associated with gainful employment in that particular occupational role; thus, the student can utilize these insights to make a preliminary decision about that vocation as a possible career choice. Specialization presumes maximum "hands-on" experiences and should comply with the following guidelines:

1. The student will contact the Learning Supervisor (Specialist in the related occupational role at a selected site) and request a Specialization.
2. Specialization should be a one to one interaction between student and Learning Supervisor (Specialist).
3. Student and Learning Supervisor should work together to develop activities which will comprise the "Specialization Contract".[4]
4. The "Specialization Contract" should reflect only one occupational role.
5. Specialization should involve a minimum of 32 hours per semester.
6. The "Specialization Contract" must be approved by the CBL Coordinator.
7. The "Specialization Contract" must be signed by both the student and the Learning Supervisor.
8. Objectives and activities of the "Specialization Contract" should result in a tangible product or project.
9. This project or product should be presented to other CBL students in a group guidance or similar sessions.
10. The "Specialization Contract" must stipulate some academic activities as a part of the process leading up to the final product or project. The academic activities may be credited towards the 32 hour requirement.
11. The student will be responsible for notifying the Learning Supervisor in cases of absenteeism or lateness, and is responsible for transportation to the site.

Continuing Group Guidance Segment

Students participating in the on-site phase continue to meet jointly and discuss experiences in a group guidance setting. The sessions of the Continuing Group Guidance Segment provide a focal point for the career decision making process and should be scheduled for at least one period per week. This segment must not preclude or serve as a substitute for individual counseling meetings arranged between each individual student and his or her counselor and/or school coordinator.

Suggested Curriculum Elements:

1. Discussing site experiences.
2. Correlating knowledge of self and occupation with career decision-making.
3. Building group support and identity.
4. Recognizing group attitudes and values.
5. Eliminating sex bias and role stereotyping.

Post-Assessment (Optional)

The post-assessment instruments can be administered during the group guidance sessions or at a more convenient time. The instruments must be the same as those administered in the pre-assessment or be alternate forms of those instruments.

1. See Appendix D
5. See Appendix B
4. See Appendix B

DECISION-MAKING PHASE

Target population: Juniors and/or Seniors

The decision-making phase is the final component of the Community-Based Learning sequence. Participation in preceding segments will have prepared the student to make a preliminary career path decision. A more rigorous test of the hypotheses formulated in association with that decision should now be in order. The options available in most comprehensive and vocational high schools for this testing purpose are numerous. If the student has successfully completed the developmental sequence, and the CBL program has met its goals, the selection among these options for involvement in career preparation in a chosen area should rest largely with the student.

CONCLUSION

One hears the incessant criticism of today's secondary educational institutions as unable to fulfill the objectives of preparing America's youth for gainful employment and productive citizenship. An answer to that criticism has been the development of programs such as Community-Based Learning (CBL), which focuses the student's learning towards preparation for economic independence and satisfaction.

Community-Based Learning, A Developmental Model is an alternative and complementary method to the traditional secondary curriculum utilizing the readily available resources of the local community's economic sector. The skills and knowledge acquired in the classroom can be reinforced and tested in real life situations. By passing through the sequential segments of **Community-Based Learning,** the high school student becomes better equipped to make correct judgments concerning career opportunities, gains insights into the nature of his or her abilities and values, and comes to realize the worth of academic learning.

The authors of **Community Based Learning, A Developmental Model** believe that participation in a program such as CBL can be an invaluable experience for any student who would benefit from improving his or her ability to recognize, comprehend and process information which could be critical to success in obtaining unsubsidized employment or in seeking further education!

APPENDICES

Appendix A

SCHOOL COORDINATORS GUIDELINES

1. Be thoroughly informed of the CBL program in your school. Have definite answers ready for students, parents, teachers, or employers who may inquire about the program.
2. Know the general nature of the Career Development & Work Preparation Curriculum, and keep open communications with the teacher of the course.
3. Ask the Career Education teacher in your school for an updated inventory of materials, and keep this on file in your office. You might want to refer students to these materials for independent research.
4. Monitor and participate in the group guidance segments to whatever extent possible. Support the counselor supervising these segments with materials and ideas.
5. Read the *Student's Guide to Exploration* which outlines the steps in the Exploration process. Thoroughly know this process.
6. Know the use of the Employer Site Catalog. See that a student has a *copy* of the page he/she is using before the interview. Set up a management system for CBL that works well for you. Keep all forms filed and labeled so that students may go to them without taking up your time.
7. At your first group meeting, go over the student guide with them. Offer suggestions, answer questions, and allow discussion.
8. If it is possible for you to monitor the program by visiting the site, by all means do so. These employers have already expressed an interest in education and would like to meet with school personnel. If visits are not possible, phone the site coordinator. Two phone calls per semester will probably suffice if there are no problems.
9. Keep records updated to provide data for CBL reports.
10. Observe the program closely and suggest to CBL Staff and school administrators ways in which it can be improved.

Appendix B

CBL SPECIALIZATION CONTRACT

Student _____ School _____

Employer Site: _____ Phone: _____ Address: _____

Specialist (Learning Supervisor): _____

Occupational Role: _____

Arrangements:

Days/Times: _____ Total # of Hours to be spent: _____

Description of Specialization objectives & activities:

Description of "End Product" or "Project":

Description of academic work incorporated into "End Product" or "Project".

_____
Student

_____
Specialist (Learning Supervisor)

_____
School Coordinator

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Appendix C

WHAT IS AN END-PRODUCT?

An Explanation to Students

An end-product is an idea or a presentation that reflects the results of the time spent in a specialization experience as it relates to the job area or career that the student has been exposed to. It can take the form of a written report, an oral presentation, a new creation, a series of photographs, a new design, or a suggestion that might improve the quality of one's life or improve upon the product that is produced at the community site.

Whatever you decide to produce, talk it over with the Specialist/Learning Supervisor and your school coordinator. Both of these individuals can provide you with good suggestions and ideas. Remember, your school coordinator and Specialist/Learning Supervisor are ready to help and guide you throughout your Specialization experience.

Before you begin your Career Specialization experience, a contract will be written by you and the Specialist/Learning Supervisor. This contract will include the following information:

— Rights and responsibilities of you and the community employer site.
— The amount of time you will spend on the site.
— Activities you will participate in.
— How your performance will be judged.
— What kind of end-product you will produce.

A Career Specialization can be very exciting and informative. If you desire additional information concerning how you might get involved in Specialization, see your school coordinator.

Appendix D

CRITERIA CHECKLISTS

The CBL Developmental Model was designed to progressively develop the student's successive components. For some students, however, this sequence may be inappropriate or unsuitable. Students who feel they have achieved the objectives associated with any of the components should be encouraged to request permission to skip a particular step in the sequence and enter the next.

The Criteria Checklists on the following pages represent a simple method of assessing whether any student has met the objectives associated with a particular step and is capable of proceeding to the next step on the developmental continuum. It is important that students requesting to advance more than one step ahead be assessed on all Checklists related to all the previous steps. The percentage of 'yes' vs. 'no' needed for the approval of skipping a step has not been stipulated. It is felt that each individual school should set their own percentage policy. However, it is recommended that no student be permitted to advance a step if he/she scores a percentage of yeses below 53.3 (8 yeses out of 15).

Placement directly into In-School Guidance Component
Approved ☐ Not Approved ☐

CRITERIA CHECKLIST

evaluation for entry into In-School Guidance Component

Student's name: _____ Home room: _____

Class year: _____ Date of evaluation _____

Criteria	Does the student satisfactorily meet this criterion?
1. Able to classify common occupational titles into their appropriate career cluster.	yes ☐ no ☐
2. Able to distinguish between skilled, semi-skilled, entry level, and professional jobs and discuss advantages & disadvantages associated with each.	yes ☐ no ☐
3. Able to list four common factors that employers often consider when deciding upon promotions for their employees.	yes ☐ no ☐
4. Able to specify at least three sources of current job and career information and how that information can be used in the application of a job.	yes ☐ no ☐
5. Able to analyze the various features of an industry, business or agency.	yes ☐ no ☐
6. Able to explain the concept of supply and demand and illustrate with examples from current events.	yes ☐ no ☐
7. Able to chart the interdependency that a number of work roles may have within a job family.	yes ☐ no ☐
8. Able to explain standard items displayed on a typical weekly statement of earnings.	yes ☐ no ☐
9. Able to differentiate between a savings, checking and shares account.	yes ☐ no ☐
10. Able to individually research an occupational title using the DOT and discuss the projected demand for that vocation.	yes ☐ no ☐
11. Able to list three careers which are interrelated and skills common to all three.	yes ☐ no ☐
12. Able to distinguish between "apprenticeships"; "internships"; "cooperative education", and "work study".	yes ☐ no ☐
13. Able to list at least two "do's and don'ts" pertinent to the interview process.	yes ☐ no ☐
14. Able to describe the basic elements in the decision-making process.	yes ☐ no ☐
15. Able to distinguish between the terms "short" and "long range" goals.	yes ☐ no ☐

Total Yes_____ No_____

Comments _____

_____

_____
School Coordinator

21

Placement into
Exploration
Approved ☐ Not Approved ☐

CRITERIA CHECKLIST

evaluation for entry into EXPLORATION

Student's name: _____ Home room: _____

Class year: _____ Date: _____

Criteria **Does the student satisfactorily meet this criterion?**

1. Able to *"appropriately"* select a site from the Employer Site Catalogue. yes ☐ no ☐
2. Able to use a Cluster-Occupation & Trait Chart. yes ☐ no ☐
3. Able to negotiate and contract activities, dates and times in the Site Coordinator Interview process. yes ☐ no ☐
4. Able to analyze the various jobs available at a site via the Job Analysis Packet. yes ☐ no ☐
5. Able to process the information obtained during a site exploration in terms of making career decisions. yes ☐ no ☐
6. Able to meet the responsibilities of attendance, transportation, security regulations, etc. yes ☐ no ☐
7. Able to comply with the forms and responsibilities required in the Student's Guide to Exploration. yes ☐ no ☐
8. Able to discuss how individual aptitudes and abilities affect career decisions. yes ☐ no ☐
9. Able to differentiate how the profile of a worker trait group's attitudes, interests, skill strengths etc. compare and contrast with his/her own. yes ☐ no ☐
10. Able to interact with fellow employees and peers by making compromises, recognizing his/her own faults, finding personal satisfaction through accomplishments and being sensitive to their needs. yes ☐ no ☐
11. Able to seek needed information by asking questions. yes ☐ no ☐
12. Able to identify factors that influence a person's attitude toward work. yes ☐ no ☐
13. Able to state the value of work to society and individuals in society. yes ☐ no ☐
14. Able to describe the effects of stereotyping on the job and in the job marketplace and on interpersonal relationships. yes ☐ no ☐
15. Able to define the terms: non-traditional occupation; affirmative action; prejudice, and equal opportunity. yes ☐ no ☐

Total Yes_____ No_____

Comments _____

_____

_____
School Coordinator

Placement into
Specialization
Approved ☐ Not Approved ☐

CRITERIA CHECKLIST

evaluation for entry into SPECIALIZATION

Student's name: _____ Home room: _____

Class year: _____ Date: _____

Criteria	Does the student satisfactorily meet this criterion?
1. Able to give a detailed definition of the occupational role selected for Specialization.	yes ☐ no ☐
2. Able to explicitly describe the specific & functional skills, educational requirements, credentials and other prerequisites necessary for employment in that occupational role.	yes ☐ no ☐
3. Able to identify at least one person in that occupational role and the site at which that person is employed.	yes ☐ no ☐
4. Able to give a rationale of why that occupational role fits into a particular USOE cluster.	yes ☐ no ☐
5. Able to incorporate some aspect of his/her academic work into the Specialization "end product" or project.	yes ☐ no ☐
6. Able to present the Specialization "end product" or project to a group.	yes ☐ no ☐
7. Able to list and define common terminology used in that occupational role.	yes ☐ no ☐
8. Able to explain where the skills used in that occupational role can also be applied (other job areas).	yes ☐ no ☐
9. Able to demonstrate a realistic sense of the typical workday in that occupational area.	yes ☐ no ☐
10. Able to give a valid projection of the future supply and demand for that occupational role in the next decade.	yes ☐ no ☐
11. Able to potentially make a decision between career alternatives from an intensive investigation of one occupational role.	yes ☐ no ☐
12. Able to interact with an adult worker on a one to one peer relationship basis.	yes ☐ no ☐
13. Able to take direction from one supervising person.	yes ☐ no ☐
14. Able to negotiate a "Specialization Contract".	yes ☐ no ☐
15. Able to devise and complete a specialization "end product" or project.	yes ☐ no ☐

Total Yes_____ No_____

Comments _____

_____

_____
School Coordinator

COMMUNITY-BASED LEARNING

a manual for
enlisting and developing
community resource sites

This booklet is disseminated through funds from the Bureau of Vocational Technical Education, 22 Hayes Street, Providence, Rhode Island 02919. Dr. Frank M. Santoro, Deputy Assistant Commissioner. Materials within have been prepared as a result of a three year federally supported pilot program, Experience-Based Career Education (EBCE).

Project Manager — Jacqueline Harrington, R.I. Department of Education
Area Supervisor — Marie Verdi, Cranston Region
Area Supervisor — Robert Fricklas, Blackstone Valley Region

Effectively Enlisting and Developing Community Resource Sites

One of the most important elements in assuring the success of any Community-Based Learning Program is the quality of the business, industry and labor sites adopted as potential learning resources. Consequently, a definitive plan should be devised and carefully adhered to throughout the site selection process. Steps should include:

1. **Goal Setting** — Define the program's goals in regard to using the community sites as learning tools.
2. **Goal Dissemination** — Convey the program's goals to the employer and explain how that company or agency can help.
3. **Site Assessment** — Determine the resources, activities and personnel available to the program.
4. **Activity Planning** — Translate the information obtained from the Site Analysis into potential objectives and activities.
5. **Site Activities** — Negotiate the site program with the employer and staff.
6. **Implementation** — Activate the program; students begin on-site tasks.
7. **Monitoring** — Evaluate the site activities.
8. **Documentation** — Obtain feedback from all involved parties.
9. **Revising** — Add, delete or alter activities as needed.

The procedure of "setting up" or fully developing an employer site to be involved as an educational resource requires four major processes: Site Recruitment, Site Analysis, Programming and Revision.

Site Recruitment. This process involves identifying and enlisting particular businesses for participation in the program. Strategies which have been successful include: (1) the use of "umbrella associations"; (2) luncheons; (3) political avenues; (4) canvassing.

When calling upon a prospective community resource participant, it is advisable to bring along materials which can be left behind. Materials might include: a business card, favorable press clippings, pamphlets/brochures, lists of participating sites, and a guide for participating site personnel. As the program is discussed, the following advantages for involvement can be pointed out:

1. Over an extended period, an applicant's previous exposure to a job category can reduce the company's loss-of-training costs due to turn-over.
2. Students may serve as advertisers for the company or agency.
3. Tax shelters and deductions are allowed.

Site Analysis — This process is a survey of the site's resources. During this analysis, sites and resources which have the best potential for serving the learning objectives of *Exploration* are compiled and recorded.

There are *three* major groups of information which should be gathered:

1. **Descriptions of the character and function of the employer organization.**
   - What is the nature of the company?
   - How is this site structured for work?
   - Which functioning units of this site may be used in Exploration?
   - What facts, concepts and topical issues should be presented to students?
2. **Description of the careers available at that site.** A manageable few must be selected for the Employer Program Description sheet. To make the selection, the following guidelines should be adhered to:
   a. Eliminate any careers or career areas which are treated in a substantive way by other employer programs.
   b. Eliminate careers which are universally common to any business or institution, unless they happen to fall directly within the scope of the Exploration objectives. Clerical, maintenance and other generic support functions are a few examples.
   c. Eliminate those jobs or positions considered to be completely off-limits to student involvement, due to security, union, or safety prohibitions. These may, however, be noted for inclusion in orientation or simulation activities.
   d. The recruiter and employer should then decide which remaining careers are most unique to or characteristic of this particular organization and designate these for special attention.
   e. Finally, the employer should review the goals of Exploration and indicate which of the careers best exemplify the content goals of the Exploration program.

3. **Practical Career Information.** This information will cover the specific job and organization topics that are essential for programming. Who will be working directly with the students? What hands-on activities will be provided? What literature is available?

Following are additional questions and items of information which should be considered in the site analysis process:

- Who will be the contact person?
- What jobs are available for Exploration?
- What skills (basic and technical) are used in these positions?
- What are the entry level skills?
- General description of the site.
- Times and dates that are convenient/inconvenient.
- Maximum numbers of students.
- Address, directions, phone number, luncheon facilities available, dress code and security regulations.
- Is the site accessible by public transportation?
- What sorts of materials, equipment and supplies will be necessary to conduct the activities?
- Are the hours compatible with those of students?
- Can the students have hands-on experiences?
- Is the Employer willing to work with slow learners, and/or less motivated students?
- Can the student choose among several activities?
- How many students can participate in the activities?
- What is the availability of staff to instruct and work on a one-to-one basis with students?
- What kinds of hands-on experiences are possible? (Quality and quantity).
- What kinds of *basic, life* and *career* skills can students develop from on-site experiences?
- Is the organization an equal opportunity employer?
- What equipment can the student learn to use?
- How much time can the Employer or Learning Supervisor spend with the students?

Site Programming — Site programming is the process of drafting a "lesson plan" or agenda of activities that the employer is to follow in providing experiences which fulfill the program's objectives.

On-Site activities should not be limited to supplying students with information about careers associated with that site. It is important to keep in mind that Exploration and Specialization are processes, comprising sequential, logical steps through which students learn more about specific occupations and relate that information to the self-insights obtained during the in-school phases of the program.

A sample of the range of activities which can be generated follows:

1. **Lecture Presentation** — This method involves relating factual information to assist the student in understanding and integrating experiences and observations at the resource sites. It is generally considered the least effective method.
2. **Audio-Visual Presentation/Lecture** — This method involves imparting necessary factual information and concepts, using the "AV" medium, which lends a more concrete context and heightened interest level.
3. **Direct Observation and/or Micro Simulation (aspects of a workers role)** — This technique moves beyond abstracting factual information to capitalizing on the physical work environment. It includes demonstrations of job responsibilities, equipment, procedures.
4. **Discussion** — This mode of instruction allows the participants to articulate, assimilate and accommodate knowledge gained through other experiences by interacting verbally with resource site staff.
5. **Projects** — (component of Specialization phase) — This type of activity increases the student's knowledge of basic skills and the interrelationship of those skills to world of work operations.
6. **Role Playing** — This method involves simulation of occupational capacity and allows students to participate in highly imaginative and personalized explorations of worker roles and major organizational issues such as *human relations, budgeting, management strategies,* etc.
7. **Macro Simulation** — This technique permits the student to apply the knowledge and insights gained from other on-site modes of exposure to tasks which approximate the skills, responsibilities, challenges and frustrations and satisfactions of a real work situation.
8. **"Hands-on"** — This involves performing real work activities, resulting in real work outcomes. The student gets first hand information by being fully involved in each micro and macro element in performing a task. Hands-on activities are generally considered to be the most effective method.

REVISION

The process of revision of the site activities plan involves alteration, confirmation and reinforcement. Any activities or segments of the plan that do not conform to the site personnels' abilities and/or expectations should be altered. Confirmations regarding all program details and reinforcements of objectives and expectations should also be made prior to the next Exploration.

As the last step in the community resource site development process, revision is often neglected or hastily accomplished once a site's activities plan has been drafted. When this happens, students assimilate their on-site experiences as a mass of unrelated facts and pieces. The revision process should be considered equally as important as recruitment, analysis and programming.

EXPLORATION AND SPECIALIZATION

The intent of this section is to provide the potential implementer with the rationale and procedures for the logistics of placing students at community resource sites during the on-site phase (s) of the program. The on-site phase signals the beginning of the program's experiential component, and is the key element which earmarks that program as innovative, notable and open-ended. The on-site phase aims at promoting the participants' knowledge about access to and utilization of the career opportunities available to them, as well as community participation in and understanding of the education process. This phase evolves out of a number of principles correlated to the process of career decision-making and the function, within that process, of the school and community:

a. Increased exposure to careers is beneficial to student's academic, personal, social, and occupational development.
b. Schools cannot provide adequately for entry into the world of work without the participation and effective utilization of personnel and facilities outside the school.
c. Most students have limited exposure to careers and little sense of direction with respect to careers.
d. Using community resource sites is a legitimate function of a balanced educational program for all students.
e. Career education is a continuing process requiring flexible treatment by the schools and the community.
f. Decisions made in regard to future career paths involve cognitive and non-cognitive skills, self-concept, and experience with responsibilities affecting others.
g. The cooperative association between school and the private and public economic sector will result in better articulation of programs affecting manpower development and placement.
h. The utilization of community resources as an educational tool results in more efficient and effective achievement of overall educational objectives.

The on-site phase is designed to provide schools and community participants with procedures to organize a network of out-of-school resources for two kinds of experiences for students: *Exploration* and *Specialization*. These on-site career exposure components are developed by program staff in cooperation with interested people in the community. The activities are conducted by these community resource persons using their own facilities. The potential implementer of this program has the responsibility for the organization, conduct, and maintenance of the cooperative relationship between the school and the community to develop these experiences, and for the supervision of *Exploration* and *Specialization*.

Project staff also have the responsibility for working with the community participants and other school staff on the continuing development and expansion of community-based learning activities for the entire school curriculum. They are thus concerned with the development of both present and future applications of school-community cooperative action for the benefit of the students' academic, personal, and career development.

While local programs will develop specific learning objectives of their own, the on-site component is structured around certain general learning objectives or outcomes for students. These objectives are cited on the following page.

OBJECTIVES OF EXPLORATION

Exploration is a career awareness program in which students may discover new interests, test established ones, and learn about a wide variety of people and their work. *Exploration* involves a series of mini-courses dealing with different groups of careers. These careers and the community sites in which they are explored are grouped into *clusters*. As a result of each of these cluster experiences, students should be able to:

1. Describe the content of the experience and relate it to their own interests and planning.
2. List those careers (or job families) of interest to them, their prerequisites or qualifications, and the job maintenance skills or aptitudes they require.
3. Identify the associated financial rewards, affective variables, and career progressions for those careers of interest to them.
4. Understand the rights and responsibilities of employees and employers, and the rules and interactions of job performance.
5. Identify work-related academic skills, basic job acquisition skills, and basic job maintenance skills.
6. Interact with fellow employees and peers by making compromises, recognizing his/her own faults, finding personal satisfaction through accomplishments and being sensitive to their needs.
7. Understand the range of career opportunities available to them.
8. Understand the economic role of the individual as a producer and consumer of goods and services.
9. Understand the nature of change in the career development process.
10. Understand the range of goods and services available to them.
11. Understand the differences and similarities of people in their community involved in the program.
12. Relate to adults in the community and to issues of concern to the adult community.
13. Make better use of public services, including transportation, available to them in their communities.

OBJECTIVES OF SPECIALIZATION

Specialization is a program which provides students with more in-depth study of a particular area of interest through student-employer-school negotiated projects. While Specializations will initially focus on the development of specific skills or on learning more about a certain occupation, they may also emphasize a student's academic or public service interests. The objectives of these projects are determined jointly by the student and the instructor. The project is documented in a Specialization Contract which also includes a description of the project activities, criteria for evaluating student performance, and a definition of the product(s) to which these criteria will be applied (written or other media reports, physical constructions, etc.). Students are also required to analyze and report on the implications of a Specialization for their own career planning, including the identification of necessary academic and/or vocational development if they are to continue in the specialization area. As a result of any project, students should:

1. Acquire basic knowledge, skills, and experience related to a career area (usually a specific one).
2. Develop their ability to manage their own learning.
3. Apply knowledge, skills, and experience gained through the activity to general and specific tasks in the career area.
4. Apply recommended techniques for interviews with community participants toward the organization of their projects.
5. Understand the opportunities for formal and informal training (including paid full — and — part-time employment) in the career area, as well as possible combinations of training programs during their secondary and post-secondary career development.

Exploration and Specialization provide students with a flexible structure in which to explore career opportunities available to them while testing out their interests and abilities in specific areas. The program emphasizes student exposure to careers and to community resources because of both the tentativeness of career choices at the secondary level and the importance of interactions with the adult community in student maturation.

The on-site phase is intended to provide the schools and the community with a mutual framework from which to develop and operate activities for students. The program accepts the premise that community participants have a great deal to offer, not only in services to students but also in expertise for the schools. The program is not a comprehensive answer to school-community cooperation for the education of students or for work force development. It is a place to start!

COMMUNITY-BASED LEARNING

a curriculum guide
for teachers
and counselors

AN IN-SCHOOL COMPONENT

INTRODUCTION

The in-school component of a community-based program serves to provide students with the career development and work preparation skills they need to successfully enter into community learning experiences. The suggested method of delivery for this component is a course offered to freshmen and sophomores for two periods a week for a full year or for at least three periods a week for one semester. Curriculum should focus on the following concepts.:

1. Self-awareness
2. Career awareness
3. Attitude development
4. Educational awareness
5. Daily living skills
6. Stereotype elimination
7. Career information
8. Career exploration
9. Career planning and decision-making
10. Career preparation

A teacher or counselor assigned to present this curriculum must be a highly motivated individual with a strong desire to assist students in career planning. He/she should be aware of career resources in the school and community and should be able to plan interesting career related activities utilizing these resources. For example, a teacher may invite a personnel manager or a person holding a non-stereotyped position to speak to a class or he/she may take small groups of students to a school's career resource center or library and demonstrate use of the **Dictionary of Occupational Titles.** This teacher's guide includes career development and work preparation activities and was developed by R.I. teachers and counselors. Its purpose is to direct those about to initiate community-based programs.

Career guidance receives major emphasis in a school-based curriculum. It should be an ongoing process within the course and should continue in small group guidance sessions throughout exploration and specialization experiences. Thus, upon completion of a community-based program, a student will have developed personal, academic and occupational goals. The guidance facilitator can assist students in achieving these goals by:

1. Initiating student self-evaluation through testing, interpretation of student data, and through the use of counselling techniques.
2. Developing a relationship between self-awareness and career awareness by applying the student's self-knowledge to educational, occupational, and leisure options.
3. Assisting students to utilize career and self-knowledge for the purpose of personal career decision-making and planning on both a short and long term basis.
4. Emphasizing effective work skills through exploring attitudes and values as they relate to employer/employee responsibilities.
5. Assessing student needs and goals for the purpose of appropriate community exploration selection.
6. Evaluating the community-based experience with the student to determine its influence on student direction.

The following concepts may be introduced in a career development curriculum:

1. Career development is a gradual and lifelong process.
2. The crux of career counseling is to help a person integrate the understanding of self and the world of work.
3. Career decision-making can be a learned process.
4. Each person has a unique pattern of personality components and each occupation has a characteristic pattern of traits it requires of the worker.
5. A conscious effort should be made to avoid stereotyping when assisting people in making career decisions.
6. People work to satisfy a variety of needs.
7. People should be prepared to change careers several times during their lives.
8. A person's satisfaction/dissatisfaction with his work will impose an effect on his/her personal life.
9. Most people can use their talents and skills in a *variety* of occupational settings.
10. The success of career decision-making will rest upon how well family, educational, and community resources are integrated.

In conclusion, an in-school component focusing on career development is vital to a community-based learning program, and once established, can serve to enhance the total curriculum as well. It is hoped that this guide will encourage teachers and counselors to foster the career development process and utilize its concepts in their interaction with students.

GLOSSARY

This glossary is provided to acquaint the teacher with terms frequently used in career education. The teacher may wish to define and utilize these terms regularly in the classroom. Additional terms may be found in text indexes.

ABILITIES — Powers to perform physical or mental acts.
APTITUDE — Capacity for learning.
APPRENTICESHIP — Learning by practical experience under skilled workers.
AWARENESS — Perception of the world of work, workers, and self.
CAREER — A person's total work experience, paid and unpaid; a life style.
CAREER CHOICE PROCESS — A systematic approach to making a career decision using information about self, job opportunities, and job outlooks.
CAREER DEVELOPMENT — The self-development of a person over a life span through education, work, and use of leisure time.
CAREER EDUCATION — Those experiences through which one learns about the world of work and which provide students with the skills and knowledge necessary for choosing, entering, and progressing in careers.
CAREER GOALS — Ambitions that can be achieved through work.
CAREER GUIDANCE — Curriculum focusing on problem-solving and decision-making through the group process and/or individual counseling.
CLUSTER APPROACH —The process of researching and selecting occupations for exploration from broad job categories.
COOPERATIVE EDUCATION — A program of vocational instruction utilizing resources, facilities, and personnel of schools and communities.
DECISION-MAKING — The total process of taking an action to meet a goal.
EMPLOYER SITE — A company or institution participating in EBCE.
EMPLOYMENT — Any paid work.
EBCE — Acronym for Experience-Based Career Education.
EBCE CATALOG — Catalog of employer sites available to students in the EBCE program.
ENTRY LEVEL JOB — A job requiring no previous training or experience.
EXPERIENCE-BASED CAREER EDUCATION — A secondary career education program linking education to the business community. The program is comprised of both school and community-based components.
EXPLORATION — A process of investigating the world of work by study, field trips, guest speakers, simulated work experiences, and "hands on" experience.
GENERAL OCCUPATIONAL FIELDS — The major groups of occupations from laborers through professional workers. See appendix for complete listing.
JOB — A regularly performed activity for payment.
LEISURE — Freedom for work; activities undertaken for pleasure.
LIFE STYLE — The manner in which a person chooses to live.
MONITORING — A system of observing and checking. The visits made to employer sites by staff to determine quality of exploration.
OCCUPATION — A group of similar jobs or the type of work a person does.
OCCUPATIONAL CLUSTER — A classification of occupations according to types of work, skills of workers, or places of work.
OCCUPATIONAL INFORMATION — Data including occupational training, educational programs, career patterns, and employment projections.
OCCUPATIONAL OUTLOOK — Estimates on future demands for workers in an occupation.
ON-THE-JOB TRAINING — The training or instruction a person receives under supervision while employed.
PROFESSIONAL CAREERS — Occupations requiring formal education beyond high school.
SEMI-SKILLED LABOR — Operative work requiring some training and experience.
SITE COORDINATOR — The person at an employer site responsible for carrying out program.
SKILLED LABOR — Work acquired through formal apprenticeship or on-the-job training; craftsmen.
SPECIALIZATION — A student internship in a particular occupation at an employer site.
UNSKILLED LABOR — Work requiring little education or training.
VALUES — Principles or qualities regarded as important to an individual.
VOCATION — A trade or occupation.
VOCATIONAL EDUCATION — A school curriculum involving training in a skill or trade to be pursued as a career.
WORK — Purposeful activity for expected gainful returns for efforts.
WORK EXPERIENCE PROGRAMS — School programs combining classroom study with experiences in employment situations.
WORKER TRAIT GROUPS — Sixty-six groups of occupations organized by the Department of Labor under twelve broad career areas. These groups include workers with similar qualifications.

OVERVIEW OF THE ELEMENTS OF CAREER EDUCATION

Below are brief explanations of the elements included in this guide and on which career development is based.

SELF-AWARENESS — This area covers a thorough exploration of "self," an evaluation of life and work values, an understanding of individual differences, characteristics and behaviors, and an application of self-knowledge to career opportunities.

CAREER-AWARENESS — This unit focuses primarily on student acquistion of career information. Areas for discussion can include goal setting, career planning, and occupational knowledge. Special emphasis should be given to the student's mastery of locating, evaluating, and interpreting career data.

ATTITUDE DEVELOPMENT — Recognition of responsibilities involved in exploration experiences or jobs and personal attitudes to these responsibilities are stressed in this unit. Efforts can also be made to acquaint students with the range of attitudes each possesses. Discussion correlating these attitudes to career planning may follow.

EDUCATIONAL AWARENESS — This area involves the perception of the relationship of education to careers and life roles. The following concepts can be discussed:

That learning occurs both in and out of school.

That education is part of total career development.

That different careers require different kinds of educational preparation.

That education is a primary means for achieving life goals.

DAILY LIVING SKILLS — This unit would include basic skills or competencies used in everyday life. Personal economics, consumerism, legal rights, and the free enterprise system are some areas of study.

STEREOTYPE ELIMINATION — The issue of stereotype elimination is receiving major emphasis in education. Teachers are requested to review materials at hand and eliminate those that reflect or promote bias. The teacher's primary objective of this unit is to make students aware that career planning should not be limited by sex, race, age, or handicap stereotyping.

CAREER INFORMATION RESOURCES — The teacher's role in this area is to make students aware of the various materials and community resources available to students seeking career information or employment. Materials are most suitable when gathered and organized attractively in libraries or career resource centers. Teachers should be aware that many useful publications can be obtained free of charge from The Department of Labor and from local employment security officers.

CAREER EXPLORATION — Community-based learning programs offer students the opportunity to leave the school setting and examine the world of work. The teacher can assist students by making them aware of the exact nature of the programs and by explaining how exploration increases awareness and understanding of occupational options.

CAREER PLANNING AND DECISION-MAKING — In this area students will learn the skills involved in making decisions and utilize these skills in personal career planning. Decision-making will include: gathering information, weighing alternatives, determining strategies, and taking action. Career planning activities are encouraged to supplement this unit.

CAREER PREPARATION — This area concentrates on the specific abilities and knowledge needed to locate, apply for, and obtain employment. Emphasis will be given to: interpreting job information and employment ads, writing letters of application and resumes, and preparing for job interviews.

self-awareness

SELF-AWARENESS

That phase of career development which focuses on the student gaining insight into the unique "self". The individual identifies his/her own strengths and weaknesses, as abilities, interests, and values are determined.

MAJOR OBJECTIVE

TO ASSIST THE STUDENT IN GAINING INSIGHT INTO "SELF" AND TO EVALUATE THIS SELF-KNOWLEDGE FOR THE PURPOSE OF ACCOMPLISHING PERSONAL GOALS.

Objective #1: The student will display a realization of self-awareness by evaluating "self" from three perspectives: internal self, external self, and ideal self to the satisfaction of the teacher.

Activities:
1. Explain the concepts and terms used in a discussion of self-awareness (personal characteristics, individual differences).
2. Complete a checklist designed to evaluate personal, academic, and social self. (Example: *Me and Others,* Educational Design, Inc.)
3. Analyze relationships between self, immediate family, other relatives, friends, and classmates.
4. Role play a situation exemplifying your ideal self.

Objective #2: The student, by participating in group discussion, will display comprehension of aptitudes to teacher satisfaction.

Activities:
1. View a filmstrip exploring aptitudes. (Example: "What are Aptitudes?" McKnight.)
2. Discuss and explain the meaning of aptitude, achievement, and ability.
3. Take an aptitude test and discuss the results. (Example: Differential Aptitude Test.)
4. Discuss how individual aptitudes affect career choices.

Objective #3: The student will display comprehension of standardized testing as they relate to "self" by reviewing their test scores with the teacher.

Activities:
1. Complete a standardized test profile sheet and discuss interpretations individually.
2. Examine school records with the teacher to determine strengths and weaknesses.
3. List several occupations that relate to your individual abilities determined by standardized tests.

Objective #4: The student will analyze how individual interests relate to vocational choices as evaluated by teacher-student interaction.

Activities:
1. Make a list of extra-curricular activities and group them according to interests.
2. Given a list of vocational choices, check those which will serve your interests.
3. Complete, score, and evaluate an interest inventory. (Example: COPS or SDII.)
4. Write brief arguments for or against vocational aptitude tests being used as indicators of vocational choice.

Objective #5: The student will display knowledge of life and work values to teacher satisfaction.

Activities:
1. View a filmstrip exploring values. (Example: "Self-Exploration: Who Will I Be?" McKnight.)
2. Discuss reactions to a list of quotations, cited by the teacher, pertaining to work. (Example: "Work is love made visible." Gibran.)
3. Make a list of your values. Next to each value, give examples of how you support that value in everyday life.
4. Role play a values clarification situation and discuss individual vocations.

PROGRAM OBJECTIVE: ATTITUDE DEVELOPMENT

THE STUDENT WILL DISPLAY AN UNDERSTANDING OF EMPLOYER/EMPLOYEE RELATIONSHIPS AND ITS EFFECT ON WORKER SATISFACTION.

Objective #6: The student will recognize and identify personal attitudes toward self, work, and others by reviewing responses to activities with teachers.

Activities:

1. Discuss attitudes and how they relate to work situations.
2. Role-play actual work situations and evaluate your reactions and attitudes.
3. Imagine you are looking in a mirror. Write the "plus" things you "see", "feel", and "know" about yourself. Discuss with a group how you feel.
4. Make a list of personal qualities that will affect your career readiness status.

Objective #7: The student will display comprehension of the personal, social, and ethical responsibilities of employees to employers and employers to employees through teacher-student critique.

Activities:

1. Interview an employer and prepare a report which discusses employer expectations.
2. Choose a job from each occupational cluster and determine several responsibilities for each job.
3. Brainstorm and discuss a list of negative attitudes that may result in people getting fired.
4. Examine means of resolving interpersonal conflicts on the job.
5. Role play various ways of giving and receiving constructive criticism relating to work situations.

PROGRAM OBJECTIVE: EDUCATIONAL AWARENESS

TO ENABLE THE STUDENT TO RECOGNIZE THE IMPORTANCE OF EDUCATION AND WORK EXPERIENCE AS CONTRIBUTING FACTORS IN CAREER DEVELOPMENT.

Objective #8: The student will understand the training or education necessary to qualify for various jobs as measured by correct answers to teacher's questions.

Activities:

1. Describe the amount of training, education, or work experience required to qualify for a list of jobs.
2. Review a completed sample application or resume. Determine whether or not the perspective employee has the necessary credentials for that particular job.
3. Compile a list of credentials and competencies you expect to attain in the future.

Objective #9: The student will display a value for earning a high school diploma as measured by student/teacher interaction.

Activities:

1. View a filmstrip that emphasizes the importance of credentials. (Example: "Credentials and Competencies: Get Ready, Get Set — Go!" McKnight.)
2. Discuss how credentials and competencies relate to future employment.
3. Contrast salary and working conditions for diploma required jobs versus non-diploma jobs.
4. Talk with high school drop outs to determine the effects of not graduating.

Objective #10: The student will display comprehension of requirements needed for entry level, skilled, semiprofessional, and professional jobs as measured by teacher made tests.

Activities:

1. Write to employers asking them to delineate requirements for various positions at each job level.
2. Interview workers from each level.
3. Write a resume for a job at each level.

career awareness

CAREER AWARENESS

A stage in which the student begins to realize the numerous career options available. Emphasis is placed on gaining knowledge and understanding of common and unique characteristics of occupations.

MAJOR OBJECTIVE

TO PROVIDE THE STUDENT WITH A CONTINUAL AWARENESS OF OCCUPATIONAL OPPORTUNITIES RELATING TO HIS/HER PERSONAL APTITUDES, INTERESTS, ABILITIES, AND VALUES.

Objective #1. The student will display knowledge of sources of occupational information as measured by teacher tests.

Activities:

1. Define the term "career cluster" as a family of occupations.
2. List examples of characteristics that might be used to group occupations.
3. Identify the fifteen USOE career clusters and name at least three occupations in each cluster.
4. Given two clusters, compare and contrast a job from each cluster as to nature of the work, education and training required, and employment opportunities.
5. Write a composition giving reasons for your selection of a particular career cluster.
6. Arrange and report on an interview with a person presently employed in the career cluster of your choice.

Objective #2: The student will display knowledge of sources of occupational information as measured by teacher tests.

Activities:

1. List sources of job information (word of mouth, bulletin boards, newspapers, employment security private agencies, career resource libraries, etc.).
2. Select classified ads from local sources and write a statement explaining their interest to you.
3. Visit a local department of employment security to research job availability.
4. Identify several persons whom you could contact to provide additional sources of occupational information (personnel managers, armed forces representatives, labor union representatives, etc.)

Objective #3: The student will display knowledge of the four levels of jobs (entry level, skilled, semiprofessional, professional) as measured by teacher observation or teacher tests.

Activities:

1. Discuss the four levels of jobs and give examples of each.
2. List five jobs at each level.
3. Interview or invite a speaker representing each job level.
4. Discuss advantages and disadvantages of each job level.
5. Locate sources that provide information regarding salary ranges for each job level.
6. Explain how job levels affect lifestyles.
7. Classify a given list of occupations according to job level.

Objective #4: The student will display comprehension of the factors contributing to job success and advancement as measured by teacher observation.

Activities:

1. Discuss what job success means to you.
2. List factors which generally contribute to job success (attitude, appearance, sufficient training, dedication, suitability for job, sense of responsibility, etc.).
3. Describe and make judgement of personal behaviors that affect advancement.
4. List reasons why people lose their jobs.
5. Discuss the mutual responsibilities of employer and employee.

Objective #5: The student will display knowledge of the purpose and materials of an in-school career resource center as measured by teacher observation.

Activities:

1. State the purpose of a career resource center or library.
2. List the kinds of materials available in a career resource center (magazines, monographs, career kits, Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook, etc.).
3. Identify resources in the career library that relate to a particular cluster or job.
4. Explain the difference in purpose and use of the DOT and the Occupational Outlook Handbook.
5. View of filmstrip on the use of career information services.

Objective #6: The student will display knowledge of financial support available for career preparation as measured by teacher observation.

Activities:

1. List major sources for financial support for career preparation.
2. Invite representatives or send for information from sources indicated in the preceding activity to explain available financial aid (Local Chamber of Commerce, school facilities, DES, State Scholarship Office, Student Loan Foundation, Armed Forces Program, etc.).
3. List sources of financial aid available for jobs or careers of your choice.
4. Explain the procedure of obtaining financial assistance in a particular field.

Objective #7: The student will display knowledge of the terms useful and common to the world of work as measured by teacher tests.

Activities:

1. Develop a glossary of terms relating to the world of work (application, resume, interview, time cards, unions, etc.).
2. Develop a glossary of terms relative to a career cluster of your choice.
3. List and define terms relative to a particular job or career of your choice.
4. Listen to cassette tapes describing various careers, and record the terms applicable to the occupations being described.
5. Participate in mock interviews using terminology related to a particular career cluster or job.

Objective #8: The student will analyze personal interests, values, goals, and abilities as they relate to worker traits for a given occupational field as measured by student/teacher interaction.

Activities:

1. Define worker traits.
2. Compare personal interests, values, goals, and abilities with worker traits for a selected occupation.
3. Develop a work activity preference sheet and compare activity preferences with worker trait groups.
4. Write to the Department of Labor requesting information about worker traits.

PROGRAM OBJECTIVE: CAREER INFORMATION RESOURCES

TO PROVIDE STUDENTS WITH INFORMATION RESOURCES TO ENHANCE THEIR CAREER DEVELOPMENT.

Objective #9: The student will display knowledge of several sources of career information as measured by teacher tests.

Activities:

1. Define and utilize several sources of career information (Occupational Outlook Handbook, DOT, Department of Employment Security, Equal Employment Opportunity Commission Publications (EEOC), speakers, newspaper, etc.).
2. Locate given information in the DOT and the Occupational Outlook Handbook.
3. Develop questions to ask an employer in order to obtain information about a specific job or career.
4. Stage a mock interview to obtain career information about a particular job, and have the class critique the interview.
5. Visit a job site to learn more about a job or career and report the information to the class.
6. Tape an informational interview with an employer and have the class critique the interview.

Objective #10: The student will demonstrate a knowledge of testing, counseling, and training services available as measured by student/teacher interaction.

Activities:

1. Describe standardized test concepts and their utility.
2. Utilize resource persons to discuss testing and test results as related to occupations and preparation for occupations.
3. Discuss the purpose and nature of vocational testing and counseling.
4. Discuss the preparations involved in taking tests.
5. Using the Yellow Pages, look up "Vocational and Educational Guidance" and list the agencies that provide counseling services.
6. Explain what aptitude tests, achievement tests, and interest inventories measure.

PROGRAM OBJECTIVE: STEREOTYPE ELIMINATION

TO PROVIDE THE STUDENT WITH AN AWARENESS OF THE CHANGES IN OCCUPATIONAL OPPORTUNITIES THAT ELIMINATE STEREOTYPING.

Objective #11: The student will display a knowledge of terms regarding stereotype elimination as measured by teacher tests.

Activities:
1. Define: discrimination, sex bias, sex stereotyping, affirmative action, and other related terms.
2. Illustrate the understanding of terms in activity one by using them in an oral and written report.
3. Scan newspapers for articles relating to their issues and discuss them in class.

Objective #12: The student will display comprehension of various federal guidelines as measured by teacher observation or teacher tests.

Activities:
1. Research federal legislation of Title IX and discuss its major provisions.
2. Develop questions and issues to present to a sex equity specialist.
3. Invite a sex equity specialist to class and critique the presentation.
4. Research the history of affirmative action legislation.
5. Invite a guest speaker to discuss equal opportunity regulations.

Objective #13: The student will analyze the effects of stereotyping and discrimination as measured by student/teacher interaction.

Activities:
1. Report on the effects of stereotyping and discrimination.
2. Research people in real life who depart from traditional job roles.
3. List and discuss advantages and problems people in non-traditional roles encounter.
4. Observe and analyze how students in class stereotype one another.

Objective #14: The student will display comprehension of the values of equal opportunities for individuals as measured by student/teacher interaction.

Activities:
1. Discuss the values of equal opportunities for individuals.
2. Write a composition on the value of equal opportunities for all individuals.
3. Invite a speaker from a local human relations commission and follow up with class discussion.
4. Discuss some myths and realities concerning women in the world of work.
5. List several current statistics concerning women in the work force (available from Department of Labor).
6. Research female sex roles in other countries and other cultures today and in the past.
7. Prepare a collage to depict people who depart from traditional job roles.
8. Interview adults to determine why they chose their particular job, and determine if choice was influenced by sex stereotypes.

Objective #15: The student will display a knowledge of those questions which an individual applying for a job does not have to answer as measured by teacher observation or teacher tests.

Activities:
1. Research equal employment opportunity regulations regarding employment.
2. List questions an individual applying for a job does not have to answer.
3. Stage a mock interview and discuss if any individual rights have been violated.
4. Obtain and compare application forms to determine if they meet federal guidelines.

Objective #16: The student will display a value for non traditional occupations as measured by student/teacher interaction.

Activities:
1. Interview a person of a different generation to determine which occupations were traditionally sex-stereotyped.
2. Examine and report your own bias concerning job stereotyping.
3. Explain the effects that career-stereotyping may have on individuals.

PROGRAM OBJECTIVE: CAREER EXPLORATION

TO PROVIDE THE STUDENT WITH EXPLORATION ACTIVITIES IN ORDER TO INCREASE AWARENESS AND UNDERSTANDING OF THE OCCUPATIONAL OPTIONS AVAILABLE.

Objective #17: The student will display a comprehension of school programs which further career exploration concepts as measured by teacher observation.

Activities:

1. Define the following career exploration programs: CBL, Co-op, work study, and vocational education.
2. Compare the above programs in terms of their advantages and disadvantages.
3. Invite guest speakers representing each career education program to elaborate on their programs. Include students as well as teachers.

Objective #18: The student will display knowledge of relating personal test results to career decision-making strategies as measured by student/teacher interaction.

Activities:

1. Compile a list of occupations, by clusters, that match your personal worker traits as determined by tests.
2. Research the demands and working conditions of each occupation.
3. Eliminate those jobs that do not fulfill your needs and skills.
4. Determine the careers that you'd like to explore in order of preference.

Objective #19: The student will demonstrate application of career exploration materials as measured by teacher review.

Activities:

1. Review the materials of an exploration program of interest (Co-op).
2. Describe the general nature of the job site you will be exploring.
3. List the kind of jobs available for exploration at that site.
4. Contact the employer to arrange an exploration visit.
5. Complete a student/employer contract.
6. Complete a job analysis by obtaining the following information (necessary skills, required education, job responsibilities, equipment available, work environment, and salary information).
7. Develop an evaluation form to rate the exploration experience.

Objective #20: The student will display comprehension of student responsibilities at employer sites as measured by student/teacher interaction and/or monitoring.

Activities:

1. List and explain student responsibilities at the site in the areas of (dress code, safety regulations, security regulations, and attendance procedures).
2. Understand the nature of the employer evaluation reports of students. Review a form designed to evaluate students at their exploration sites.
3. Describe the purpose and use of time sheets.
4. Maintain a daily log of site experiences.

Objective #21: The student will display an appreciation of the benefits of career exploration in the career development process as measured by teacher observation.

Activities:

1. Summarize how exploration visits assist in the career decision-making process.
2. Prepare a report explaining reasons for or against specialization at a chosen site.
3. Summarize skills derived from career exploration.

career preparation

13

CAREER PREPARATION

A time in career development when the student begins to act upon tentative career plans by preparing a plan of action designed to achieve individual occupational goals.

MAJOR OBJECTIVE

TO PROVIDE THE STUDENT WITH THE SKILLS NECESSARY FOR FINDING AND APPLYING FOR A JOB.

Objective #1: The student will display knowledge of various means used in finding a job as evaluated by written or oral reports.

Activities:

1. Explain how to use the "want ads" in local, metropolitan, and national papers to gain job information.
2. List and describe services available in public and private employment agencies.
3. Invite speakers representing public and private employment agencies to discuss job opportunities.
4. Appraise the value of the use of the Yellow Pages in assessing employment opportunities.
5. Contact DES to learn how to utilize the "Job Bank".
6. Research and interpret long-range job trends.

Objective #2: The student will demonstrate application of career preparation skills as measured by student-teacher critique.

Activities:

1. Prepare a "personal data sheet" to include education, experience, skills, and references.
2. Role play telephone techniques used in initial contact for seeking employment.
3. Complete sample application forms.
4. Prepare a sample resume using the "personal data sheet".
5. Role play and compare satisfactory and unsatisfactory employment interviews.
6. Evaluate your own taped mock interview.
7. Write thank you letters for job interviews.
8. Describe services available through vocational counseling agencies.

Objective #3: The student will display comprehension of researching job vacancies to teacher satisfaction.

Activities:

1. List and describe agencies (local chamber of commerce, R.I. Consumer Council, Better Business Bureau, Attorney General's Office, and DES) which provide information about prospective employers.
2. Develop a fact sheet on a prospective employer. Include service or product of company, size of company, growth of company, and staff turn-over.
3. List and evaluate your skills in terms of the prospective employer's needs.
4. Interview a present employee of a prospective employer to discuss employer/employee relations and opportunities for promotion.

PROGRAM OBJECTIVE: DAILY LIVING SKILLS

TO PROVIDE MEANINGFUL SKILLS AND INFORMATION FOR SURVIVAL IN THE EVERYDAY WORLD OF WORK.

Objective #4: The student will demonstrate application of specific computational and measurement skills relating to the world of work as measured by teacher tests.

Activities:

1. Given the cost of a specific quantity of a product and the cost of a different quantity of the same product, calculate the cost per unit for both quantities to determine which rate is cheaper.
2. Obtain the appropriate table of fares and determine the cost of traveling by bus, plane, ship, or train between any two cities.
3. Obtain a road map or chart and determine the distance between two major points.
4. Compute a state income tax.
5. Examine a sample earning statement and explain standard items shown (gross pay, net pay, F.I.C.A., etc.).

6. Using a sample earning statement, compute gross and net salary on weekly, monthly, and yearly basis.
7. Describe the difference between fixed and variable income, and list examples of each (weekly salary or set hourly wages vs. tips, odd jobs, babysitting, etc.).
8. Identify financial institutions used by individuals for saving and borrowing money, and describe the advantages and disadvantages of each.

Objective #5: The student will display knowledge of the American Economic System as it relates to employment as measured by teacher tests.

Activities:
1. Discuss the general characteristics of the American enterprise system.
2. List and define basic terms used in a discussion of the economic system (inflation, productivity, bargaining, monopoly, corporations, etc.).
3. Discuss economic conditions that influence employment trends.
4. List and describe the services provided by city, state, and Federal Government which are paid for with tax money.
5. Research and report on the role of unions in the world of work.
6. Write a report on the legality of strikes and effects of strikes on the worker and society.
7. List and discuss the advantages and disadvantages of collective bargaining.

Objective #6: The student will display a comprehension of the rights and responsibilities of consumers as measured by oral and written reporting.

Activities:
1. Research and describe the services of agencies related to consumer rights and responsibilities (Consumer Product Safety Commission, Federal Trade Commission, Better Business Bureau, and Food and Drug Administration).
2. Explain truth-in-lending legislation.
3. Keep a log of what you see, hear, or read about consumer problems resulting from false claims and/or practices.
4. List deception practices resulting in fraud. Investigate "money-back guarantee" and/or a "free trial" product and share your findings.
5. Obtain and compare different credit contracts such as loans and installment buying.
6. Collect newspaper ads to investigate loan company interest rates and report your findings to class.
7. Prepare a bulletin board of legal forms (car and mortgage applications).

Objective #7: The student will demonstrate application of personal banking skills as measured by teacher review.

Activities:
1. Complete a deposit and withdrawal slip.
2. Write out a check and make entries, maintaining a true balance.
3. Obtain samples of several bank statements and discuss the directions for reconciling the statement.
4. Invite a bank representative to class to discuss general banking procedures.
5. Discuss how to compute simple and compound interest.
6. Compute the interest and total amount due on a promissory note.
7. Compute finance charges for a charge account using average daily balance.
8. Find the minimum monthly payment on a charge account with and without a table.
9. Compute finance charge on an installment purchase.
10. Categorize and discuss the reasons for saving (to improve quality of life, for independence, other).
11. List types of institutions for savings and discuss the differences.

decision-making & career planning

DECISION-MAKING & CAREER PLANNING

A time in career development when the student begins to act upon tentative career plans by preparing a plan of action designed to achieve individual occupational goals.

MAJOR OBJECTIVE

TO PROVIDE THE STUDENTS WITH INFORMATION SO THAT VIABLE CAREER OPTIONS AND EFFECTIVE INDIVIDUALIZED STRATEGIES CAN BE DETERMINED.

Objective #1: The student will display a comprehension of current economic trends and long term economic influences as they relate to career choices and job market fluctuations, as measured by student/teacher interaction.

Activities:

1. Locate the nearest office of a state employment service in your community and contact this office for a list of job projections through the year 2000 in job categories in which you are interested.
2. Utilizing the above list of job projections, select ten of the occupations listed and place these in decreasing order as to which would offer the best "bet" for landing a job (based upon the ratios of number of openings vs. number of projected applicants seeking these positions).
3. Explore the business section of the newspaper and identify the economic influences (eg. inflation, business cycle, recession, energy crisis) which have affected the businesses identified in the news. If feasible, ask a local employer whose business has been liquidated, merged, or expanded to talk to the class and relate how economic trends and influences affected his/her business concern.
4. Have each student interview an older family member and record what influences they identify as affecting their career choices (job mobility, lifestyle, budgeting system, etc.). Single out those which could be categorized as short run economic trends or long term economic influences.
5. Explain and discuss the difference between a trend and long term economic influence. Describe the terms: business cycle, supply and demand, cost of living, and standard of living.
6. Invite a speaker in from either a private or state employment agency and have them describe how current economic trends affect the job market in your locality.
7. Invite a speaker from a union or state labor counsel contract negotiating team to discuss and describe how economic trends affect negotiations for contract.
8. Invite a speaker from industry (a personnel director or management contract negotiator) to discuss how economic trends affect benefit packages and personnel policies and employment.
9. Visit a local office of small business administration for information on how economic trends affect planning for new businesses and expansion of established businesses.
10. Interview a site coordinator or a community business manager to determine how economic trends affect their business and outlook for the future.
11. Define "fringe benefits". Discuss "salary" vs. "fringe benefits" in job selection and satisfaction.
12. Have students select individuals by job title from the Book "Working" by Studs Terkel. Meet in a group to describe attitudes of workers and how they relate to their own attitudes, needs, and job objectives.
13. Present a list of life roles such as parent, neighbor, committee member, etc. to the class, and have each student adopt one life role. The student should write an essay on what factors he or she would look for in a chosen occupation which would be supportive of their goals in the life roles.

Objective #2: The student will display comprehension of lifestyle costs in terms of career preferences as measured by student/teacher interaction.

Activities:

1. Utilizing the local newspaper, select a job from the want ads, calculate the weekly salary associated with this job, and prepare a budget relevant to a high, medium and low standard of living. The budget should reflect costs of housing, savings, food, and other daily essentials and expenditures.

2. Repeat the above activity using an out-of-town newspaper and compare the above cost of living between the two communities. Discuss how geographic locations can affect differences in life-style.
3. Determine if the job selected in activities above are skilled, unskilled, or professional.
4. Explain the concept and use of the "Consumer Price Index".
5. Assign a book report for each student. The book selected should trace or reflect a person's career development. The report should evolve around identifying and assessing the emotional and other non-monetary costs of participating and choosing a particular career or occupation ("Arrowsmith", "The Jungle").
6. Invite speakers from a credit agency, collection agency, loan company, etc., to discuss the concepts and practices of "buying on credit", "over-extension of credit buying", "repossession", "Truth-in-Lending Act", etc.
7. Invite a speaker from a Social Agency to discuss the role of economics in family crisis situations.
8. Invite speakers from a real estate agency, insurance agency, bank, or credit union to discuss purchase and financing of homes, and how economic trends affect home buying and living style.
9. After visiting different neighborhoods in your local community, discuss the effects which increased and decreased income would have on the people in any one of the neighborhoods.
10. Given a list of six common occupations, have each student delineate the economic rewards related to each, and state possible reasons for differences.

Objective #3: The student will display comprehension of factors that influence career changes as measured by teacher satisfaction.

Activities:

1. Divide the class into small groups. Each group will discuss the impact of educational, political, technological, and social changes on occupations.
2. Richard Bolles *(What Color Is Your Parachute)* has said, "There are certain fields of work that career changers seem to choose more often than others, for understandable reasons". The fields identified were: business, social service, education, government, and self employment. Discuss the "understandable reasons" Bolles describes.
3. Have each student contact a family member or community employer and trace the career changes of that person by describing the factors that necessitated each change. Have the class list those factors that occur most frequently.
4. Choose two occupations which seem interesting. Describe the entry requirements and plans for accomplishing those requirements.

Objective #4: The student will demonstrate an application of the process required for making effective career decisions, as measured by teacher tests.

Activities:

1. Develop a plan of action designed to achieve individual short and long term career goals.
2. Define the concepts: "decision", "judgement", "information-processing", "alternative", "choice", "goal", "option", "strategy", and "plan".
3. Explain the process of decision-making by going through a step by step model.
4. Have each student select a recent decision. Analyze that decision in terms of the above model.
5. Select a small group of students to discuss their decision and analysis with the class.
6. Invite a computer programmer to discuss the process of "flowcharting" in the decision-making process.
7. Discuss "Rational" vs. "Emotional" decision-making. Illustrate with examples.
8. Discuss "intuition" as it relates to the decision-making process.

Objective #5: The student will display knowledge of the social, economic, educational, and political barriers which can block the realization of ones career goals as measured by teacher observation.

Activities:

1. Identify the social, economic, educational, or political barriers that could interfere with your achievement of career goals.
2. List alternatives that could be employed to overcome the barrier identified above.
3. Invite a speaker from consumer advocate and protection agencies to relate examples of how their constituents have faced barriers and overcome these with the help of their agencies.
4. Play the game "Careers" with your class (Parker).
5. Define "Credentials" and "Licensing" and discuss their effect on career goal attainment.
6. Discuss various occupations in which improper speech, dress, and grooming can present barriers to their attainment.

RESOURCE LIST

RESOURCES SUITABLE FOR WORLD OF WORK COURSE OF STUDY

LEARNING KITS

TITLE: **CAREER SKILLS ASSESSMENT PROGRAM (CSAP)**
Career Skills Assessment Program of the College Board
888 Seventh Avenue
New York, New York 10019

CONCEPT: This program consists of six separate self-assessment areas. Each unit contains an exercise booklet, answer sheet, and a self-instructional guide for students, teachers or counselors.

Supplementary materials, which will be available later in the 1978, include comprehensive handbook and sound filmstrip kit for students and staff to explain the utilization of CSAP.

LEVEL: This program is designed to serve the guidance needs of students and the assessment needs of administrators and planners.

Major topic packets currently available:

Career Awareness Skills
Decision-Making Skills
Employment-seeking Skills
Personal Economics Skills
Self-Awareness Skills

TITLE: **ECONOMICS FOR YOUNG AMERICANS PHASES I AND II**
Chamber of Commerce of the U.S.
1615 H. Street N.W.
Washington, D.C. 20062

CONCEPT: Materials consist of a four part total learning package to give students a better understanding of the economic aspects of American business.

Each instruction unit consists of a filmstrip presentation, a tape cassette, four spirit duplicating master Activity Sheets, and an in-depth Teacher's Guide. Each filmstrip presentation is approximately twelve minutes; the narration on the cassette tapes is exceptionally well done.

LEVEL: Materials in this learning package are adaptable for high school students; excellent color graphics in the filmstrip clearly illustrate very sophisticated economic principles, contained in Daily Living Skills.

PHASE I includes: Profits at Work
The Promise of Productivity
Money Matters
Business Means Business: About Ecology

PHASE II includes: The Business of Competition
Why the Price?
Check Your Paycheck
The Sense of Saving

TITLE: **FASCINATING WORLD OF WORK**
National Career Consultants, Inc.
1300 E. Arapaho Road
Richardson, Texas 75081

CONCEPT: This series illustrates a sound basis for making career choices. Recommended for early vocational educational counseling. Utilizes the unique "Way of Life" formula as explained in the first filmstrip.

Contains 30 career cassettes and filmstrips on specific career choices. Teacher's guide for each cassette contains unit objectives, discussion questions and follow-up activities.

LEVEL: Adult and student narration combination; sex-fair principle in visuals. Recommended for junior and senior high school students to cover the elements of career awareness, educational awareness, stereotype elimination, decision-making and self-awareness.

TITLE: **SEX FAIRNESS IN CAREER GUIDANCE**
ABT Publications
55 Wheeler Street
Cambridge, Massachusetts 02138

CONCEPT: Materials in this learning kit are designed to present information and activities to assist in the elimination of sex-role stereotyping and sex bias in the process of career choice.

The Learning Kit includes a variety of supplementary materials to assist in implementing course material:

Pre-and post-assessment techniques
Sprit masters for easy duplication
Transcripts of counselor-client interactions
Role play scenarios, and an
Audio-tape of four counseling interviews

LEVEL: Materials developed in this Learning Kit have been designed for use by counselors, career educators, teachers, librarians, personnel directors, Parent-Teacher Associations and for students in high school or college. Recommended for stereotype elimination and career awareness.

TITLE: **SURVIVAL SKILLS**
Westinghouse Learning Corporation
Printed in U.S.A.

CONCEPT: Teacher's guide, student progress book, and individual answer sheet packets for individual progress.

Units include multi media awareness, personal health, money, consumer awareness and all major elements in daily living skills.

Objectives are clearly stated for each unit (OLU), learning activities are extensive; listing of optional resources for each lesson.

LEVEL: This series is recommended for practical math classes, consumer education classes and personal economics at the high school level. Range of activities allows for individual progress throughout the program. Pages of student progress book are perforated for collection by teacher or counselor.

Kit also contains 3 duplicating masters of record keeping forms to monitor progress of students.

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SERIES

TITLE: **CAREER EDUCATION**
East Providence School Department
East Providence, Rhode Island

an idea book for:

1. Mathematics Teachers
2. Social Studies Teachers
3. Science Teachers
4. Teachers of English

TITLE: **CAREER EDUCATION (continued)**

CONCEPT: This series of four soft-bound booklets comprises a basis for integrating the exploration of careers with the learning of academic subjects. Each book provides the teacher with listings of career activities, classified by occupational cluster, which utilize specific academic skills.

LEVEL: These books are organized for maximum utilization by academic teachers. Each book contains activity lists for the fifteen occupational clusters. The lists contain activities which use a variety of skills. The range of competency necessary for completion of the various activities is sufficiently diverse to allow for individual differences in student ability. Highly recommended for "total education" concepts in all high school grades.

TITLE: **CAREER WORLD MAGAZINE**
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

CONCEPT: This monthly student magazine on career education focuses on a major subject area in each issue and provides suggested activities related to individual articles. Discussion questions from the teacher's guide are appropriate for class participation or for individual reports.

Extensive use of graphics aid in readability and offer students information on popular and unusual careers. "Part-time Work Ideas" is a regular feature as is "Periscope", a guide to job openings, changes in tax laws and student aid information with addresses for further material listed for reference.

TITLE: **ENGLISH FOR CAREERS SERIES**
Regents Publishing Company
2 Park Avenue
New York, New York 10016

CONCEPT: This series is intended to introduce students of English as a foreign language to the specialized language of a number of different professional and vocational fields.

The career areas included in the series are those in which English is widely used throughout the world: computer programming, tourism, international finance, hospital services, etc.

Each book among the twenty-five in the paper-back series describes the duties of different kinds of jobs and introduces the terms and language of particular career areas.

Realistic and up-to-date photographs illustrate many types of career activities.

LEVEL: High school students and teachers could utilize the vocabulary at the beginning of each unit followed by a vocabulary test and reading. Discussion questions at the end of each unit provide for comprehensive review of each unit and may be a base for additional group activity or individual research.

Recommended as resource for career awareness, educational awareness and career planning and decision making.

TITLE: **MATHEMATICS AT WORK — IN GENERAL MOTORS**
General Motors Corporation
Detroit 2, Michigan

CONCEPT: This limited series of pamphlets is published periodically by the Educational Relations section of General Motors Corporation and is intended as a teaching aid for secondary school mathematics teachers.

Units illustrate principles of mathematics as they apply to the automobile industry.

Illustrations, graphs and photographs describe numerical functions and procedures. Suggested activities and/or problems accompany each segment. Sample topics include: Revolutions and rates of speed, Parabolas and Automotive Safety, Geared for Efficiency and From Solids to Safety.

LEVEL: Recommended to supplement units on economic awareness for senior high school students. High interest level for students interested in mechanics, engineering or related fields.

TITLE: **THE WORK BOOK**
The Perfection Form Company
Logan, Iowa
Info Series on Occupational Clusters I-II

CONCEPT: Developmental approach to career exploration in soft-cover workbook. Eleven clusters identified in supplemental workbooks for resource material. Filmstrips and cassettes from "FASCINATING WORLD OF WORK" series parallel many career clusters explained in this series. Basic workbook contains many testing and activity sheets.

LEVEL: Series prepared for high school students covers career awareness, educational awareness, economic awareness and employment opportunities.

Individual cluster reference titles are graphically represented on covers and narrative is presented clearly.

TEXT

TITLE: **APPLICATIONS IN MATHEMATICS, COURSE A & B**
Scott, Foresman and Company
Glenview, Illinois

CONCEPT: *COURSE A*

This math series provides real-life settings for ninth grade pre-algebra or general math students.

Units are color-coded for identification: Functions and Graphs, Relations and Geometry, Sampling and Statistics, Estimation and Measurement, Prediction and Probability, and Algebra.

CONCEPT: *COURSE B*

This six unit series is intended for general math students and places emphasis on consumer related math.

Each unit is designed to be completed in six weeks. Units include: Computing Devices, Equations and Formulas, Curves and Graphs, Earnings and Spending.

LEVEL: Each unit contains short, well illustrated lessons witha variety of supplementary activities provided for individual progress.

Topics relate math to student interests with lesson headings such as: "A Traffic Problem", studying the effects of rising populations on traffic problems and "Record Speeds", expressing speeds in miles per minute, feet per second.

Six sets of duplicating masters and overhead visuals are also available.

TITLE: **CAREER EXPLORATION AND PLANNING**
Houghton Mifflin Company
Atlanta, Georgia

CONCEPT: Student text and workbook combination designed for junior and senior high school program of career orientation, exploration and planning.

The soft-bound teachers' guide contains unit objectives for each chapter; discussion questions and answer form, T & F multiple choice test items for each chapter; bibliography of suggested readings and films.

LEVEL: This text has very few visuals. The worksheets are very closely tied to specific phrases in the text. Objectives and activities are available on elements of career awareness, planning and decision-making, attitude development, career preparation and self-awareness.

TITLE: **DECISIONS AND OUTCOMES**
College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

CONCEPT: Decision-making in this text is defined as: "using what you know to get what you want."

The soft-bound text is an expanded version of the College Board's *Deciding* program, designed as a major component in guidance and counseling programs or as part of subject areas such as English, History, Human Relations, etc.

It is intended to help those facing personal, educational, or career decisions.

Each element of decision-making, (values, gathering information, studying alternatives) is presented graphically and examples of each concept are well defined.

LEVEL: This text and Leader's Guide are recommended for use with career decision-making component of EBCE. It amy be a resource for seniors who have some community experience.

TITLE: **EXPLORING CAREER DECISION-MAKING (ECDM)**
McKnight Publishing Company
Bloomington, Illinois 61701

CONCEPT: This text and guide combination is designed as a total learning system for individual career exploration. Each of the 15 text units is self-contained and includes a variety of activities; role playing, discussion, etc.

Activity booklets contain materials such as charts and checklist to be used with some of the text activities. Recommend that activity books accompany text — units are presented in outline form.

Introduction
Overview
Terms
Concepts
Activities
Summary

There are 18 filmstrip (cassettes) available to introduce key concepts and to show individuals in nonstereotyped occupational roles. These filmstrips are capsuled in various units.

LEVEL: This text is well illustrated with frog cartoon characters illustrating many key concepts. There is a conscious avoidance of sex bias in careers; recommended for senior high school students. Units cover all major elements of career development.

Appendices provide additional source of information for activities related to career planning and decision-making.

TITLE: **SUCCEEDING IN THE WORLD OF WORK**
McKnight Publishing Company
Bloomington, Illinois 61701

CONCEPT: The text and workbook combination on the World of Work covers the major elements of career awareness, economic awareness and employability skills.

Each chapter contains "new terms", study questions and discussion problems. Biographical sketches provide realistic applications of various elements of career development.

Pages of Activity book are perforated for collection by teacher or counselor. True and False quiz at the end of each chapter.

LEVEL: Text and workbook are written for high school students to prepare them for the world of work. Chapters 4, 5 & 6 cover the concept of attitudes and appreciations; appendix one: Parliamentary Procedure; Chapters 10, 11, 12 and Chapters 18 and 19 cover case studies and work opportunities in the years ahead.

OTHER

TITLE: **BASIC COMPETENCY SKILLS #6, #7, #8**
Milliken Publishing Company
St. Louis, Missouri

CONCEPT: Series of three 8½ x 11 soft-bound books of duplicating masters to improve reading and computational skills. Each sheet has a key vocabulary list related to daily living skills such as shopping wisely, reading graphs, maps, personal budgeting, want ad exercises, use of yellow pages in gathering information.

LEVEL: This series was designed for sixth, seventh and eighth grade students to prepare them for participation in the world of work. Recommended for any EBCE student who needs remedial exercises in basic competencies prior to career exploration. (This series was mailed free of charge to this office after writing to publisher.)

TITLE: **BASIC SKILLS ON THE JOB**
Cebco Standard Publishing
9 Kulick Road
Fairfield, New Jersey 07006

CONCEPT: This is an 8½ x 11 soft-bound book of lesson sheets on long-run spirit masters. Answers are printed on the face of each master, but do not appear on the duplicated copies. (Complimentary copy received from this office after writing to publisher.)

LEVEL: The activities and exercises are designed to familiarize students and unemployed with skills involved in getting a job, and in working at a job. Short teacher's guide provides specific suggestions for discussion and for related activity.

Strongly recommended for application of daily living skills, and career preparation.

TITLE: **CAREER CLARIFICATION PROGRAM: A PROBLEM-SOLVING APPROACH**
Research for Better Schools
Philadelphia, Pennsylvania

CONCEPT: This is a curriculum guide designed to provide teachers and guidance counselors with resource materials and activities which further career decision-making and planning. It contains career objectives and exercises.

Emphasis of content are self-awareness (Unit I); career awareness, educational awareness, decision-making and stereotype elimination (Unit II); career preparation and exploration (Unit III).

LEVEL: This is a competency based program guide for senior high-school students. Basic problem-solving skills are utilized to facilitate career clarification. Recommended as a resource for curriculum developers in career education.

TITLE: **CAREER EXPLORATION**
Visual Materials Inc.
Redwood City, California

CONCEPT: A teacher transparency workbook which combines prepared color overhead transparencies and spirit duplicator masters on elements of career awareness, educational awareness, self-awareness and career planning and decision-making.

Answers for masters are printed in table of contents section. Progress chart is included for individual record-keeping.

LEVEL: Recommended for beginning unit on career and occupational awareness. Visuals are very well done; utilized in workshop to supplement text material. Pre and post-test masters included. Objectives stated on each transparency.

TITLE: **THE CAREER PLANNING WORKSHOP**
EDN Corporation
Jenkintown, Pennsylvania 19046

CONCEPT: This soft-bound guide to career planning is a workbook containing employment application forms, sample resumes and sources of information on job vacancies. It emphasizes employment preparation skills and is distributed through the Rhode Island National Guard Office: Armory of Mounted Commands, 1051 North Main Street, Providence, Rhode Island 02904.

LEVEL: This is recommended for all students immediately seeking employment. Sample activity sheets are included.

TITLE: **THE CONSUMER INFORMATION CATALOG: SUMMER 1978**
Consumer Information Center
Public Documents Distribution Center
Pueblo, Colorado 81009

CONCEPT: The Consumer Information Catalog lists more than 200 selected Federal consumer publications which are available free of charge or at a minimum fee. Many of the publications may provide updated and official information on elements of career development covered in this World of Work course.

Sample topics include:

Automobiles, Consumer protection, Child care, Health, Energy conservation, Education, Employment, Housing, Money Management, and Recreation information.

The Consumer Information Center, established by Presidential Order in October 1970, is responsible for encouraging Federal agencies to develop and release information of interest to consumers and for increasing public awareness of this information.

TITLE: **EXPLORING CAREERS**
Educational Design, Inc.
Developed by ABT Associates Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

CONCEPT: This is a 52 page book of student duplicating masters on career decisions and career preparation activities.

Sixteen units cover self-awareness, career awareness, stereotype elimination, planning and decision making, attitude development and exploration. "Operation Shadow" unit 9 contains job interest and analysis sheets that are sound methods of preparation for career exploration, work/study, and/or career specialization programs.

LEVEL: Recommended for junior and beginning senior high school program of career development. The print is student-directed.

TITLE: **FINDING YOUR FIRST JOB**
Houghton Mifflin Company
Boston, Massachusetts

CONCEPT: This combination soft-bound guide and student workbook is designed for students who are preparing to join the work force.

Emphasis on job-hunting materials and techniques. Guide contains objectives and activities for each unit. Career awareness and career preparation elements are covered and audio-visual materials are listed as supplemental materials.

LEVEL: Recommended as a practical tool for EBCE students, teachers and counselors. It contains, useful job hunting information and includes activities to develop job-hunting skills.

TITLE: **ME AND OTHERS**
Educational Design, Inc.
47 West 13 Street
New York, New York 10011

CONCEPT: This is a program of self-awareness and attitude development utilizing a 96 page student workbook/text, filmstrips, tape cassettes and an Instructor's Guide.

A twenty day implementation plan is included as a Learning Activities Packet (LAP). Emphasis is on self-understanding and the acquisition of skills for successful peer-group interaction.

LEVEL: This is a flexible program that may be adapted into any of five teaching modules:

1. Social Studies/Human Relations
2. English/Language Arts
3. Career Education
4. Special Education
5. Art/Art Expression

COMMUNITY-BASED LEARNING

CAREERSCAPES

a student's guide to exploration

PREFACE

This guide has been prepared for students who are ready to explore jobs and careers at employer sites in the community. The guide explains Community-Based Learning and outlines the steps in the Exploration process. You will want to keep this guide available for ready reference.

Exploration requires student responsibility. You will be asked to participate in establishing your own individualized program. Many employers have already agreed to accept students at their sites and will be ready to assist you in planning your program. The coordinator in your school will also assist you by overseeing your Exploration experiences and by keeping a record of your progress.

I. PROGRAM INFORMATION

What are Community-Based Learning programs?

Community-Based Learning programs are programs designed to link education to the community. Programs are usually made up of the following components:

1. An in-school component — a course and/or guidance session.
2. A community-based component — exploration and/or specialization visits at employer sites.

What does the in school component offer?

Instruction in daily living skills, economics, employability skills, and guidance in self-awareness, career awareness, and decision-making.

What is Exploration?

Exploration is the time a student spends at employer sites in the community. Its purpose is to provide students with the opportunity to learn and participate in planned activities relating to a variety of jobs and careers. Procedures for setting up Exploration experiences are included in this guide.

Is credit awarded for Exploration?

Yes. School administrators will determine credit and the number of hours a student spends at an employer site.

What can I expect when I visit a site?

At *all* sites, you will be greeted by a site coordinator who will:

1. Explain the nature of the company or industry.
2. Give you information about the site.
3. Tour the facility with you and describe the functions of the various departments or jobs.
4. Discuss job requirements, job outlooks, and training programs.
5. Plan your Exploration program with you.

Are there any assignments in Exploration?

Yes. For each Exploration, you are required to complete a Job Analysis. This is presented to your school coordinator for evaluation purposes.

Any forms to fill out?

Yes. Attendance records and a few others. Not time consuming but very important.

How many sites do I explore?

At least two but no more than four per year. If a site has several branches or departments, it may be possible to remain at one site if different jobs are explored. When a student wishes to learn more about one particular occupation, he/she may decide to "specialize."

What is Specialization?

A more intensive internship where skills are learned and developed. An assignment called an "end product" is produced in specialization. This can be a report, demonstration, portfolio, or any other assignment designed and agreed upon by both the student and the site coordinator. Specialization is optional and follows at least one Exploration experience.

Besides setting up my own Exploration or Specialization program what else do I do?

1. BEHAVE in a mature manner and follow all rules and regulations at a site.
2. Make your own transportation arrangements. Check with your school coordinator if you plan to use public transportation.
3. Contact the site coordinator or the assistant coordinator *each time* you are unable to attend a site.
4. Submit all forms to your school coordinator on time.

II. THE EXPLORATION PROCESS

These are the steps to follow for Exploration:

1. Check with your school coordinator to make sure you are eligible for Exploration.
2. Spend time reading about career clusters or jobs that interest you and select a few you want to explore.
3. Refer to the Employer Site Catalog to see if sites are available for these jobs. If a site is not available, talk to your school coordinator. It may be possible for staff or you to "recruit" the kind of site you wish to explore. In the meantime, be prepared to settle for a second or third choice.
4. When you have made a selection from the Catalog, phone the site coordinator and make arrangements for an interview.
5. Pick up the following forms at the school coordinator's office.
    1. Student Application
    2. Site Exploration Request
    3. Student/Employer Contract
    4. Transportation Agreement
    5. Book of Time Slips
    6. Job Analysis
    7. Site Evaluation
6. During the interview:
    1. Ask questions to learn more about the Exploration program at the site.
    2. Arrange specific dates, times, and activities that are convenient to both you and the site coordinator.
    3. Ask the site coordinator to fill out the Student/Employer Contract. Sign the contract at this meeting and return it to your school coordinator.
    4. Have your parent or guardian sign the Transportation Agreement and return this form to your school coordinator.
7. During Exploration, make it a point to:
    1. Listen
    2. Observe
    3. Get involved
    4. Fill out a Time Slip each week, have the site coordinator sign it, and return it to your school coordinator.
8. Upon completion of an Exploration, thank the people you have worked with. A thank you letter to the site coordinator is optional but most appropriate and appreciated. Complete the Site Evaluation form and return it with your Job Analysis to your school coordinator.

STUDENT APPLICATION TO COMMUNITY-BASED LEARNING

Name: _____ Phone: _____

Address: _____

School: _____ Counselor: _____ Grade: _____

Emergency Contact:

Name: _____ Phone: _____

Address: _____

Parent or Guardian's Name, Address and Phone Number if different from Emergency Contact Information.

Name: _____ Phone: _____

Address: _____

PERMISSION AGREEMENT

I have discussed Community-Based Learning with my son/daughter and agree to have him/her participate.

_____
Parent/Guardian

If applicant is over 18 years of age, he/she may legally sign.

SITE EXPLORATION REQUEST

Student Name _____ Date: _____

I am requesting the opportunity to call the Site Coordinator at _____
to set up an interview for Exploration.

name of site

_____

School Coordinator

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STUDENT-EMPLOYER CONTRACT

EMPLOYER SITE: _____

ADDRESS: _____ PHONE: _____

ARRANGEMENTS

DAYS/TIME: _____

TRANSPORTATION: _____

COMPANY REGULATIONS: _____

_____

DRESS: _____

LUNCH: _____

DESCRIPTION OF EXPLORATION PROGRAM

_____

_____

_____

_____

_____

_____

_____

We have agreed to the above arrangements and conditions of the Exploration program at this site.

_____
Site Coordinator

_____
Student

_____ _____
Date School Coordinator

TRANSPORTATION AGREEMENT

As a student in Community-Based Learning, my son/daughter has my permission to travel to employer sites by personal car, student car pool, staff vehicle, employer vehicle, or public bus.

_____

Parent or Guardian

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EXPLORATION WEEKLY TIME SLIP

STUDENT _____ WEEK OF _____

SITE _____ TOTAL HOURS FOR WEEK _____

NUMBER OF HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Verified by _____

Site Coordinator

EXPLORATION WEEKLY TIME SLIP

STUDENT _____ WEEK OF _____

SITE _____ TOTAL HOURS FOR WEEK _____

NUMBER OF HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Verified by _____

Site Coordinator

EXPLORATION WEEKLY TIME SLIP

STUDENT _____ WEEK OF _____

SITE _____ TOTAL HOURS FOR WEEK _____

NUMBER OF HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Verified by _____

Site Coordinator

JOB ANALYSIS

NAME _____ DATE _____

CLUSTER _____ JOB TITLE _____

RESOURCE SITE _____

	SKILL		REASON USED	% TIME USED
	TYPE	LEVEL		
Academic Subjects Used				

Skills Learned on the Job _____

Minimum level of education required is _____

Special training not learned on the job is _____

Special personality traits required are _____

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JOB ANALYSIS

(Page 2)

The major function(s) of this job is (are):

Individual or team effort:

Type of work received:

Type of work forwarded:

Type of equipment used:

Time allowed to complete each piece of work:

JOB ANALYSIS

(Page 3)

If Indoors, is it *(circle one in each group):*

factory, office, laboratory, sales floor, other _____

noisy or quiet

fancy or plain

casual or formal

large room or small room

busy or sedate

other (odors, etc.): _____

If Outdoors, is it *(circle one in each group):*

construction site, forest, farm, other _____

urban or rural

busy or sedate

other (odors, other people, etc.): _____

noisy or quiet

casual or formal

Work hours are _____

Work is seasonal or year-round: _____

Work is the same or varied year-round: _____

JOB ANALYSIS

(Page 4)

The salary range is _____

Union or non-union: _____

Fringe benefits are _____

_____

Is promotion based on merit or seniority: _____

What are promotion possibilities to a higher level of the same job or to a new job:

_____

I like this job because:

I do not like this job because:

I would like to know more about this job *(circle one):* YES NO

Where else might this job be found:

_____

STUDENT EVALUATION OF SITE

STUDENT'S NAME _____ SCHOOL _____

SITE _____ ADDRESS _____

DATES OF EXPLORATION FROM: _____ TO: _____

As a result of your Exploration at this site, we would be interested in obtaining your opinion of the Exploration program.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. The site coordinator showed interest in planning the program.	_____	_____	_____	_____	_____
2. The site staff were well aware of my interests & needs.	_____	_____	_____	_____	_____
3. There were things to do ("Hands-on" activities) besides just listening.	_____	_____	_____	_____	_____
4. Employees did not mind my asking questions.	_____	_____	_____	_____	_____
5. I was able to explore many occupations listed in the Catalog.	_____	_____	_____	_____	_____
6. This exploration was worthwhile.	_____	_____	_____	_____	_____
7. I suggest this site be used for future Explorations.	_____	_____	_____	_____	_____

List two things you liked most about exploring this site:

1. _____ 2. _____

List two things you disliked about exploring this site.

1. _____ 2. _____

Comments or Suggestions for improving an Exploration program at this site.

_____

_____

COMMUNITY-BASED LEARNING

the community as a resource for learning: an employer's guide

INTRODUCTION

Thank you for participating in a community-based learning program! You are one of hundreds of community people who have expressed an eagerness to help students plan their careers. You believe that learning by doing is highly effective and that the community is a good teacher. You know that your own work experiences have value and you are willing to share your experiences with our youth.

Community-based learning programs ask you to receive students at your work site for short periods of time to explore jobs and careers and to view the application of skills in a work environment. Your involvement will help students relate what they have learned to their own interests and abilities. Ultimately, you will have assisted them in career planning and decision-making. This booklet will help you plan students' visits and develop successful exploration experiences.

OUR STUDENTS

No doubt many of you are experts in dealing with young people. You may have teenagers of your own, you may work with them, or you may employ them in your place of business. You are well aware, then, of their differences. Some of our students are assertive; others, shy. Some are well informed; others, quite lacking in work experiences. The important thing to remember is that all of the students you will meet have already expressed their interest in community exploration by making initial arrangements with you. How exploration experiences proceed from this point rest largely on how well you and your students plan and work together.

HERE ARE SOME SUGGESTIONS!

1. When a student contacts you for the first time to explain the program or to arrange an interview, be cordial and encourage communications. This first contact is the most difficult task for the student.
2. Be specific in making arrangements for the interview and do try to keep the appointment. Notify the school if the appointment must be canceled.
3. During the interview, try to make the student feel at ease. Fully explain the nature of your work and try to avoid occupational jargon. Don't assume, for example, that a student will know how an automatic data-processing system operates.
4. Review any learning contract or agreement with the student during the interview. If both of you agree to continue with exploration, a tentative program can be developed at this time or at a second meeting.
5. Tour the facility with the student or have the person most responsible for overseeing the program do so.

YOUR EXPLORATION PROGRAM

Now that you've agreed to receive students for exploration, you may be wondering just what it is you're going to have them do. Site visits generally meet exploration objectives if they give students opportunities to:

— observe work situations.
— gain occupational information by listening to persons in the field.
— participate in employee-student discussions.
— perform simulated activities or real work tasks.

Usually it is advisable for a site that cannot allow "hands-on" activities to limit exploration visits to one or two. On the other hand, if there are a variety of high interest activities for students to perform, an exploration period of several weeks is recommended. An even longer, more intensive internship or "specialization" can be established if this arrangement is agreed upon by you, the student, and school personnel. Such an arrangement would require that the student produce an "end product" resulting from his/her experiences. This might be a portfolio, term paper, model, or other project designed by the student with your approval. You may also be asked to evaluate the project.

PLANNING THE VISITS

An outline or plan is essential in preparing for students' visits. A large site, such as a hospital, obviously requires more extensive planning than a smaller site. The hospital coordinator may develop a program for each student which includes the dates, times, areas, and activities. A small shop owner, on the other hand, may find it sufficient to describe the exploration program in one or two paragraphs. Below is a checklist that may be helpful to all employers in planning their exploration programs:

CHECKLIST FOR PLANNING

Plan in advance

_____ Notify other employees about the program and explain their involvement and responsibilities.
_____ Prepare an outline of areas to be used (office, conference room, labs, etc.) and activities to be performed in each area.
_____ Confirm details such as restrictions, use of equipment, safety regulations, availability of staff.

Start-up

_____ Meet the student personally.
_____ Review the agreement, program and responsibilities.
_____ Introduce the student to all employees involved in the program.
_____ Proceed with planned activities.
_____ Provide feedback to the student as exploration visits progress.

Evaluation

_____ Fill out any student evaluation forms personally or have the employee(s) most directly involved do so.
_____ Assess your exploration program and revise, if necessary.

WHAT STUDENTS LEARN

Students in community exploration programs learn about the world of work. How much they learn depends on the amount of time they are allowed to spend in the community and also on the amount of effort extended by community members. Here are some specific knowledges and skills that students can learn:

work concepts and values
job application skills
occupational related vocabulary
occupational information
job requirements
problem-solving
responsibilities of employer/employees
job protocol
basic labor laws
safety regulations
techniques for successful working relationships
ways of dealing with constructive criticism
ways of dealing with stress in work situations
knowledge of payroll deductions, fringe benefits, unions
communication skills
knowledge of operational skills through simulated activities or real work tasks

Of course, all students may not learn everything listed, especially if exploration visits are limited. They should, however, come away from your site able to:

- Identify and fully explain your organization
- List products or services provided
- List resources used
- State the benefits of your organization to the community
- Identify occupations available (entry level, skilled, semiprofessional, professional)
- State working hours, approximate salaries and fringe benefits
- Name the union or professional organization associated with your company or agency
- State educational and training requirements for occupations explored
- List major tasks, abilities and skills of workers
- Identify major tools or equipment used
- Explain the advantages and disadvantages of occupations explored
- Describe work environments
- List the high school courses and program most beneficial to specified occupations
- Give examples of reading, communication, computational or problem-solving skills involved in specified occupations
- Relate what they have learned to their own interests, abilities, and values

In conclusion, educational programs that utilize the community as a resource can be most effective. Business and industry representatives have been promoting and supporting this concept for some time. Your decision to become a participant in community exploration insures continuation of linkage programs and is greatly appreciated.

Comments from Rhode Island community members:

"I wish they had community exploration when I was in school."

"I'm going to tell my own kids about this. It's just what they need."

"There is a real need for our young people to learn more about labor studies and the world of work. I can see how a program like this can help."

"Our young employees have misconceptions regarding work ethics. They all want to start at the top. Community exploration will at least give kids a chance to see what it's all about."

COMMUNITY EXPLORATION AND CHILD LABOR LAWS

Unpaid involvement by students at work sites for strictly educational purposes comply with child labor laws. The following conditions, all of which must be met, are outlined by the U.S. Department of Labor and specify a nonpaid training situation:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees but work under their close observation.
4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students and on occasion may actually have operations impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employers and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

This booklet is disseminated through funds from the Bureau of Vocational Technical Education, 22 Hayes Street, Providence, Rhode Island 02919. Dr. Frank M. Santoro, Deputy Assistant Commissioner. Materials within have been prepared as a result of a three year federally supported pilot program, Experience-Based Career Education (EBCE).

Project Manager	Jacqueline Harrington, R.I. Department of Education
Area Supervisor	Marie Verdi, Cranston Region
Area Supervisor	Robert Fricklas, Blackstone Valley Region

WHAT IS DICE?

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

WHAT IS DICE?

A state-wide youth club has been organized to unite students who are interested in the promotion of career education or career exploration concepts.

The students have named the club ***DICE,*** Development in Career Education, and have chosen the motto, ***"TRY FOR THE RIGHT 'ROLE'! - GO DICE".***

The goal of the club is to emphasize the importance of career preparation and to provide experiences that will enhance students' community-based experiences. Students in the club are therefore encouraged to design and participate in educational and community programs that provide career awareness, career exploration and career preparation skills. As a result, ***DICE*** serves to foster in its members the development of:

1. leadership qualities
2. co-operative attitudes
3. self-confidence
4. interest in exploring career options
5. skills pertinent to the world of work

Thus far, nine schools have formed local chapters of the ***DICE*** Club. Each school has elected a slate of officers to maintain their local chapters. Under the supervision of a state moderator, representatives from each school have established a state governing body that will serve to provide direction to local chapters.

DICE is fortunate to have an advisory board made up of five members from business and industry who have demonstrated a sincere interest in promoting a link between education and the community. All five members have previously served as advisors to a R.I. model of community-based learning and are willing to continue sharing their expertise with club members.

Club members are enthusiastic! Membership provides students with many meaningful educational and social experiences. Some of the club highlights include:

AN ANNUAL AWARDS BANQUET

- — Participants receive recognition for their contributions to community-based learning.
- — Participation in an emblem ceremony represents commitment to the concepts of career education.
- — Officers are installed on state and local levels.

STUDENT NEWSLETTER

- — Students contribute to, edit, and publish a semi-annual newsletter.
- — Local chapters exchange information and ideas.
- — Employers review current news of state-wide community-based programs.

YOUTH LIFE-SKILLS CONFERENCE

- — Club members plan and publicize a state-wide conference focusing on pertinent student topics.
- — Professional community members present workshops relevant to student interest.
- — Students have opportunities to discuss issues that will have an impact on their future.

By emphasizing the importance of career exploration DICE serves as an enrichment to a student's educational experience. If a school wishes to organize a local chapter, contact: Robert Forest, Bureau of Vocational/Technical Education, Phone: 277-2691.

Local Club Chapters

Central Falls High School
Cranston High School East
Cranston High School West
Cumberland High School
Davies Vocational Technical High School
Lincoln High School
North Smithfield High School
Ponaganset High School
Scituate High School

The following job families are available for exploration through *CAREERSCAPES:*

1. Business and Office
2. Transportation
3. Marine Science
4. Health
5. Hospitality and Recreation
6. Consumer and Homemaking Education
7. Agri-Business and Natural Resources
8. Construction
9. Marketing and Distribution
10. Environment
11. Personal Services
12. Fine Arts and Humanities
13. Public Service
14. Communications and Media
15. Manufacturing

CAREERSCAPES

Community Resources
for
Career Development

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Have you thought about what you want to be? How can you find out which careers you're suited for or which are suited to you?

The *CAREERSCAPES* program sponsored by the *COMMUNITY RESOURCES FOR CAREER DEVELOPMENT (CRCD)* Office provides answers to these and other questions by allowing students to explore career options at actual work sites.

CAREERSCAPES is a career exploration program that

- Provides help in finding out about yourself — your skills, talents, interests and aptitudes
- Shows you how to match your interests and abilities with interesting and rewarding career options
- Helps you to understand and interpret career and occupational information
- Aids you in developing decision-making abilities
- Helps you understand the relationship between your school subjects and job skills
- Introduces you to necessary skills and knowledge important to the world of work
- Gives you career experience in the community when you are ready

HOW DOES *CAREERSCAPES* WORK?

You must be referred to the *CAREERSCAPES* program by a teacher, counselor or school career education coordinator. Once you are referred, your program will include visits to local community employers to find out how people actually work at each job site combined with actual job experience in various kinds of careers and work environments. Visits can be scheduled during and/or after school hours.

Every student is eligible for the *CAREERSCAPES* program. See your guidance counselor for more information.

CRCD is for any high-school, post-secondary or continuing education student in RI.

CRCD was established through the joint cooperation of RI Occupational Information Coordinating Committee, the Industry-Education Labor Council and the Bureau of Vocational Technical Education, RI Department of Education.

For more information write or call:

Community Resources for Career Development
Roger Williams Building
Room 311
22 Hayes Street
Providence, RI 02908
(401) 861-5293

Community Resources for Career Development

The *COMMUNITY RESOURCES FOR CAREER DEVELOPMENT PROGRAM (CRCD)*, is a career exploration service designed to help students gain information about, and experience and training in the world of work. *CRCD* links school and the world of work to help students make informed career decisions; to foster a partnership between schools and the business community; and to highlight the fact that education is the fundamental way to attain job satisfaction and success.

"Every worker is a teacher and every work place is a school . . ."

Work in America, 1973

CRCD provides three basic services:

CAREERSCAPES: a network which links students and employers to give those students first hand job experience

Speakers Bureau: an exchange which identifies, recruits, and schedules community and business leaders to speak in the schools

In-Service: a training program for those already in the program which introduces *CRCD* to those not in the system

The *CRCD* program believes that:

- Students with an improved understanding of and preparation for a career benefit all of society
- Students graduating with real job skills and knowledge directly benefit employers
- Only employers can provide the actual experience needed to make career choices
- Making school relevant to the world of work motivates students to learn
- Community experiences make education more meaningful to both the vocationally and college bound student
- Linking schools and the business community encourages public involvement in supporting and developing educational programs
- *CRCD* fosters self-reliance, work values and the learning of basic skills and interpersonal skills